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**HARVARD UNIVERSITY**



**LIBRARY OF THE  
GRADUATE SCHOOL  
OF EDUCATION**

MEMORIAL  
OF THE  
DEDICATION  
OF THE  
PUBLIC LATIN AND ENGLISH HIGH  
SCHOOL-HOUSE.

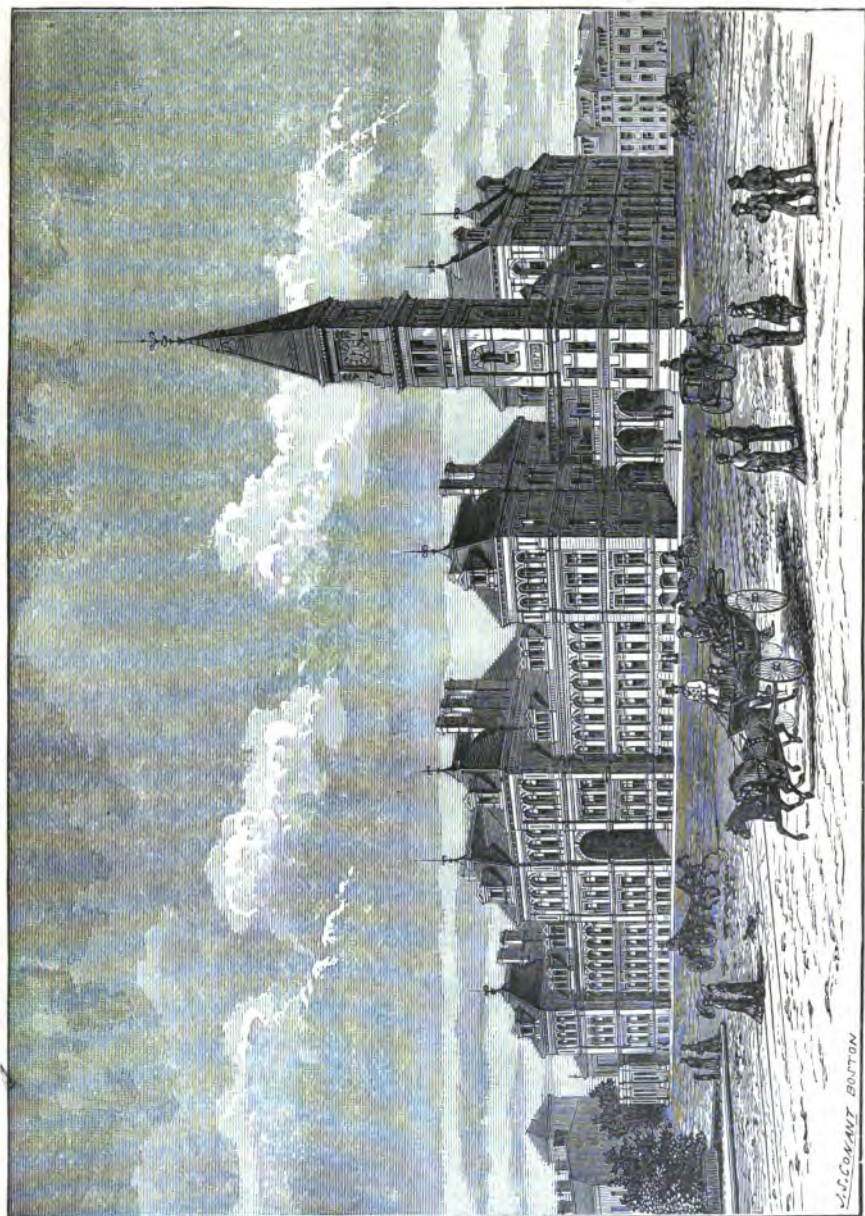
WITH A DESCRIPTION OF THE BUILDING.



BOSTON:  
ROCKWELL AND CHURCHILL, CITY PRINTERS,  
No. 39 ARCH STREET.  
1881.







LATIN AND ENGLISH HIGH SCHOOL.

MEMORIAL  
OF THE  
DEDICATION  
*Boston, Mass.* —  
PUBLIC LATIN AND ENGLISH HIGH  
SCHOOL-HOUSE:

WITH A DESCRIPTION OF THE BUILDING.

*by John Dudley Philbrick.*



<sup>c</sup>BOSTON:  
ROCKWELL AND CHURCHILL, CITY PRINTERS,  
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HARVARD UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
MONROE C. GUTMAN LIBRARY

IN SCHOOL COMMITTEE,  
BOSTON, March 22, 1881.

*Ordered*, That one thousand copies of the dedicatory exercises of the Latin and English High School-house be printed.

Attest :

PHINEAS BATES, JR.,  
*Secretary.*

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IN SCHOOL COMMITTEE,  
BOSTON, June 14, 1881.

*Ordered*, That one thousand additional copies of the dedicatory exercises of the Latin and English High School-house be printed.

Attest :

PHINEAS BATES, JR.,  
*Secretary.*



## DEDICATION.

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The ceremonies arranged for the formal dedication of the building erected for the use of the Public Latin and the English High Schools took place in the Drill Hall, on the 22d of February, 1881, beginning at 10 o'clock, A.M., under the direction of the Committee on High Schools: Charles L. Flint, Chairman, Henry P. Bowditch, Brooks Adams, John G. Blake, and Henry W. Swift.

The hall was filled to its utmost capacity, the audience consisting of more than three thousand people, drawn together by an absorbing interest in the occasion. The selection by the committee of the birthday of Washington for the performance of these ceremonies was recognized as peculiarly appropriate. A temporary platform, elegantly draped, was erected on the easterly side, in front of the cavalry entrance from Clarendon street to the magnificent hall, while numerous portraits of past head-masters of the two schools adorned the walls, and national banners, the stars and stripes, hung in festoons in front of the balconies.

Seated on the platform were the Committee on High Schools and invited guests, consisting of His Excellency John D. Long, Governor of Massachusetts; His Honor Frederick O. Prince, Mayor of Boston; Hon. Robert C. Winthrop; Rev. Ralph Waldo Emerson; Hon. Marshall P. Wilder; Prof. William B. Rogers, President of the Institute of Technology; Rev. Samuel K. Lothrop, D.D., Rev. Phillips Brooks, D.D., Rev. J. M. Manning, D.D., Rev. George E. Ellis, D.D., Rev. A. A. Miner, D.D.; Rev. Robert C. Waterson, D.D., President of the English High School Association:

Hon. F. W. Lincoln, Hon. Jonathan A. Lane, Henry P. Kidder, Esq., Thomas Gaffield, Esq., Col. Thomas Wentworth Higginson, Hon. Henry K. Oliver, Rev. George A. Thayer; Prof. Edwin P. Seaver, Superintendent of Schools; Charles K. Dillaway, Esq., President of the Latin School Association; Ex-Gov. William Gaston; George A. Clough, Esq., City Architect; the Head-masters of the Latin and English High Schools; members of the School Committee, the City Government, and others.

After the invocation by the Rev. William Burnet Wright, Alderman Woolley, Chairman of the Committee on Public Buildings of the City Government, in a few appropriate remarks delivered the keys to His Honor the Mayor, as President of the School Board, who replied as follows:—

ADDRESS OF MAYOR PRINCE.

*Mr. Chairman:*—In behalf of the School Committee, I accept from you, as the representative of the City Government, these keys, in token of the delivery of possession of this building, erected for the accommodation of the Boston Latin and English High Schools, and its consecration to the purposes of public education. In appropriating the large sum, more than three-quarters of a million of dollars, required for the purchase of land and construction, the citizens have shown their ancient and traditional interest in the cause of free schools. By the laws of the Commonwealth this structure now passes from the control of the city to that of the Board of School Committee; and we of this Board, and our successors in office, must watch well that the great trust thus reposed in us is faithfully executed, so that the objects for which this costly temple was erected may be successfully accomplished. Believing that the committee fully appreciate their responsibilities in the premises, and that the accomplished teachers who will minister here fully recognize the importance of their work, I have confidence that these

great schools will now enter upon a new career of enlarged usefulness, so that they will not only benefit our own citizens but the people of the whole Commonwealth. If such results are realized, the building of this edifice was inspired by policy and wisdom.

The formal ceremonies of this dedication require me to deliver these keys to the Chairman of the Committee on High Schools, and this accomplished, my duties at this time are performed. Before making this delivery, I wish to say a few words touching these schools, which their importance and the proprieties of the occasion seem to demand. Both of these schools are venerable, not only for their great age but for their great success in accomplishing the objects of their organization. They both antedate our existence as a city. The Latin School was established in 1635, the English High School in 1821. As there is a vast disparity in their ages, we cannot say that they are *ambo æquales ætatibus*, but we may affirm that they are

Arcades ambo,  
Et cantare pares et respondere parati.

It may be said that the Latin School was brought here by Governor Winthrop and the Puritan colonists, in 1630, for their first thought, after establishing a church, was to organize a school. They built their religious, educational, and political institutions on foundations of rock; for the First Church still lives as with immortal youth; the First School—our Latin School—still flourishes with no sign of decrepitude or decay; and the political dogma to which we owe our existence as a nation—that taxation and representation are inseparable—enunciated by the liberty-loving emigrants more than a hundred years before the Great Declaration of the United Colonies, is to-day the corner-stone of our glorious Constitution. It is not strange that the education of the people was the early care of the colonists. The number

of learned men among them was most extraordinary, when we consider the character of those who generally settle a new country. It has been said — and I believe truly said — that between 1630 and 1690 there were in New England as many graduates of Cambridge and Oxford as could be found in any population of the same size in the mother country. Mr. Savage, in his history of New England, asserts that during the first part of that period there was in Massachusetts and Connecticut a Cambridge graduate for every two hundred and fifty inhabitants, "besides sons of Oxford not a few." "Probably," says the historian of American Literature, "no other community of pioneers ever so honored study, so revered the symbols of learning; theirs was a social structure, with its corner-stone resting on a book. Universal education seemed to them a universal necessity, and they promptly provided for it in all its grades."

They declared in their laws that it was "barbarous" not to be able perfectly to read the English tongue, and to know the general laws. They went further, and declared that "skill in the tongues and liberal arts is not only laudable, but necessary for the well-being of the Commonwealth."

Their zeal in this respect was well shown by their action touching Michael Powell, the ruling elder of the Second Church of Boston. There had been considerable difficulty in getting a minister to take charge of this congregation, and for a few years Mr. Powell conducted the worship, and so satisfactorily that he would have been ordained teacher, had not the General Court interfered and declared that it "would not suffer one that was illiterate, *as to academical education*, to be called to the teaching office in such a place as Boston." Mr. Powell "was a man of sense and good character, and the objection to him was not that he was a layman, but that he was wanting in learning."

The public sentiment in respect to universal education was so strong as to induce the passage of laws for its accomplish-

ment, and as early as the year 1649 every New England colony except Rhode Island made public instruction compulsory by law. Every town containing fifty householders was required to support a school for reading and writing, and every town containing one hundred householders, a grammar school, with a teacher competent "to fit youths for the university."

They did this not only — to quote from the old law — that "learning might not be buried in the graves of our fathers," but that they might baffle that "ould deluder Sathan," whose one chief project is to keep men from the knowledge of the Scriptures, by persuading them from the use of tongues."

As the historian Tyler well remarks, "only six years after John Winthrop's arrival in Salem harbor, the people of Massachusetts took from their own treasury the funds with which to found a university; so that while the tree-stumps were as yet scarcely weather-browned in their earliest harvest-fields, and before the nightly howl of the wolf had ceased from the outskirts of their villages, they had made arrangements by which even in that wilderness their young men could at once enter upon the study of Aristotle and Thucydides, of Horace and Tacitus and the Hebrew Bible."

We can appreciate the public solicitude for learning when we recall the noble declaration of the high-spirited New England matron to her son: "Child, if God make thee a good Christian and a good scholar thou hast all that thy mother ever asked of thee."

Epitaphs are often true expressions of popular sentiment. On the tombstone of a young and promising minister who early died here was inscribed — beneath the *hic jacet*: "The ashes of a hard student, a good scholar, and a great Christian."

But the early Puritans were not solicitous in respect to education merely from "the love they bore to learning," nor for the sole reasons set forth in the legislation to which I have referred. Those of them who were deep thinkers and stud-

ied the future, saw another value in popular intelligence. They had been driven from the fatherland into emigration by the persecution of the English hierarchy, and were convinced that the English government in their treatment of Dissenters would always reflect the intolerance of the English Church. They therefore felt that the time would come — and, perhaps, ere long, when they or their posterity would be compelled to establish an independent government for the attainment and maintenance of the great objects which prompted their emigration, — civil and religious liberty. The shadow of coming events was seen as early as 1633, — three years after their landing here, — when the stout-hearted and irrepressible Roger Williams asserted the novel but prolific doctrine “that the people were the origin of all power in the government.” This political truth, fermenting in the public mind, generalized a vast amount of speculation upon the natural rights of man, and the elementary principles of the social compact. It evoked new theories in respect to the nature of government, and evolved new views of the powers and rights of the people. The colonists soon began to recognize the great truth, — now regarded wherever there is constitutional liberty as axiomatic, — that government is merely the *agent*, of the people for the management of their political affairs, and the enforcement of those fundamental rules and principles which are necessary for the protection of the rights of the members of the body politic and the maintenance of social order; that such agent, like all agents, is responsible to its constituents for the way it executes its delegated powers, and that it can be dismissed from office when the latter shall think it for their interest to exercise the right of doing so.

But it was obvious to those far-seeing men that no such government could be established or successfully maintained if the requisite conditions were wanting; that it was absurd to expect that there could be free institutions unless there were intelligent citizens; that ignorance was incompatible

with liberty. They felt, in the eloquent words of the committee who recommended in after years the establishment of the English High School, "that to preserve tranquillity and order in a community, perpetuate the blessings of society and free government, and promote the happiness and prosperity of the people, there must be a general diffusion of knowledge."

Free public education was, therefore, made an important object of political care and State policy, and the most generous provision for its support early and unceasingly made. Liberal as our citizens are to-day in their appropriations for the cause of popular education, they give no more — perhaps not so much — as the colonists six years after their landing, when the subscription towards the maintenance of a school-master was circulated, headed by "the Governor, Mr. Henry Vane, Esq.," for ten pounds, and Deputy Governor, John Winthrop, and Richard Bellingham, each for the same sum; forty-two others of that poor, God-fearing but letters-loving community subscribing according to their ability. Our Puritan ancestors felt with the great Roman statesman and philosopher, that we cannot confer a greater benefit upon our country than by instructing and giving a proper direction to the minds of our youth. *Quid munus Reipublicæ majus — meliusve afferre possumus — quam si juventutem docemus et bene erudimus.*

The first school, as I have observed, was gathered in 1635, as soon after the arrival of the emigrants as there were probably children to teach, when, to quote the record, they "entreated brother Philemon Pormont to become school-master for the teaching and nurturing of children with us."

There is some reason to doubt whether brother Philemon ever consented to serve as school-master, so that it may be claimed that he was the first teacher of this ancient school. The records say that the Rev. Daniel Maude was "also chosen" to the office of school-master in August, 1636, and it appears that when the Rev. John Wheelwright was banished in 1637

for heterodoxy on certain doctrinal points, among those who went away with him was brother Philemon; so that if he ever taught this school it was only for a few months.

I have never seen the course of study adopted at the organization of the first school, but it would seem that the higher branches, and not merely elementary instruction, were taught from the start. We know that Latin was taught, because some of the pupils knew it; hence the inference that the first school from its establishment was a Latin school.

I have never seen any reliable description of the school-house where this first school was located; but it was not probably more elegant or more imposing in its architecture than the first church, which had mud walls and a thatched roof. It was situated in School street, very near the spot, if not on it, where the statue of Franklin now stands; so that the location of that memorial of the great philosopher and constant advocate of popular education, on the site where he received his first instruction, was appropriately chosen. All places hallowed by sacred associations will be regarded by the cultivated and refined with sentiments of reverence, and the desire to protect them from uses degrading to the *religio loci* naturally obtains. The alumni, therefore, must be gratified to know that the statue of the great man guards the original and natal location of the old school.

Although the two original buildings consecrated to religion and education were thus humble, yet as the years went by and the material prosperity of the country increased, better structures were erected for the accommodation of both church and school. We know that the former was removed from its first site in State street to Washington street, where Joy's Building now stands, thence to Chauncy street, and thence to the beautiful temple on Berkeley street. We know that the latter was removed from its original location to that opposite on the same street, now occupied by a part of Parker's Hotel; that afterward it was removed to Bedford street, and then



to this magnificent edifice. But we do not know, nor can we determine with the same certainty, what has been the influence of this first church and first school during their long existence on this community. We may safely say, however, that to their teachings the people of Boston largely owe the moral, religious, and intellectual culture which has so greatly distinguished them in all their history—*ab urbe condita*—that to these they owe the formation of that solidity of character which has ever made them the earnest advocates of the principles of civil and religious liberty—the leaders in every social and political reform, and the friends of every measure for the elevation of man and the promotion of civilization. We are indebted to these teachings for the great influence we had in establishing the independence of the colonies, and in shaping the character and policy of the government in the early days of the Republic. We are indebted to these teachings for much of our wonderful municipal prosperity.

We find evidence of the successful work of the Latin School, in its early history, in the fact that it was able, with the grammar school on Bennett street, and three writing-schools, to instruct all the youth of Boston previous to the Revolution. At that time they accommodated about nine hundred scholars. We find evidence of the success of the school in subsequent years in the large number of its distinguished alumni who attained eminence in the arts and sciences, in law, medicine, and theology, and in the mercantile, manufacturing, and mechanical professions.

For many years most of the young men were here prepared for admission to Harvard College, so that during its long existence it has well discharged the objects set forth in the law under which it was established, "to fit youths for the university," and I think that it has been generally found that the graduates of this school were as well if not better fitted than those of other schools.

This institution has been fortunate in all its history in being

under the care of able teachers,—teachers who were not only eminent for learning and culture, but for their comprehension of instruction as an art and their capacity to teach. Many of them have been highly distinguished as successful educators. Under the charge of the accomplished scholar who is now the Principal of this school we may indulge the confident expectation that its character and reputation will be well maintained in the future.

The English High School had its origin in the want that was felt in the early part of this century for a school where those who had not the wish, or were without the means, to obtain a collegiate education, might receive instruction in some of the branches of practical importance, generally taught only at colleges. The Latin School, as has been stated, had for its chief purpose the fitting of boys for the university. The studies pursued at the English grammar schools were merely elementary, and consumed more of the pupil's time than was profitable or necessary. As the report of the committee appointed in June, 1820, by the town, to consider the question of establishing an English Classical School, says, "the mode of education now adopted, and the branches of knowledge that are taught at our English grammar schools, are not sufficiently extensive nor otherwise calculated to bring the powers of the mind into operation, nor to qualify a youth to fill usefully and respectably many of those stations, both public and private, in which he may be placed. A parent who wishes to give a child an education that shall fit him for active life, and shall serve as a foundation for eminence in his profession, whether mercantile or mechanical, is under the necessity of giving him a different education from any which our public schools can now furnish. Hence, many children are separated from their parents and sent to private academies in this vicinity, to acquire that instruction which cannot be obtained at the public seminaries."

At a meeting of the freeholders and other inhabitants of the

town qualified to vote in town affairs, held in Faneuil Hall, January 15, 1821, it was voted, by nearly a unanimous vote, only three voting in the negative, to establish an English Classical School, upon a plan recommended by the School Committee. The school was opened in May, 1821, in the upper story of the Derne-street Grammar School-house. In 1824 it was removed to Pinckney street, and in 1844 to Bedford street, where it occupied the same building with the Latin School, until it was established here. We have the authority of Mr. Philbrick, for many years the able Superintendent of Public Schools, for the assertion, in 1864, "that from the day of its establishment this school has been one of singular excellence; never in its history has there been a period, ever so short, when it was not, as a whole, admirably managed and instructed."

We have the opinion, also, of an eminent foreigner to the same effect. The Rev. J. Fraser, now the Bishop of Manchester, one of the most ardent advocates of public provision for higher education, when he visited this school in 1865, said in his report to the British Parliament, that it was a "school which I should like, if possible, to place under a glass case and bring it to England for exhibition as a type of a thoroughly useful middle school. . . . It is the one above all others that I visited in America, which I should like the Commissioners to have seen at work, as I, myself, saw it at work on the 10th of June, the very type of a school for the middle classes of this country, managed in the most admirable spirit and attended by just the sort of boys one would desire to see in such a school.

"Take it for all in all, and as accomplishing the end at which it professes to aim, the English High School at Boston struck me as the model school of the United States."

The record of this school will vindicate the assertion that its excellence and usefulness have not abated since Mr. Philbrick made his statement in 1864 and the Bishop of Manches-

ter in 1865. The English High School, as well as the Latin School, is fortunate in having for its Principal an accomplished educator, whose ability and devotion to duty are assurance that it will, in the words of the eloquent Rev. Dr. Lothrop, for twenty-six years the faithful chairman of the committee on this school, "fulfil its design and become a noble institution, with its four or five hundred pupils, sending forth its eighty or one hundred graduates; young men with a large intellectual and moral culture, fitted not only to bring that knowledge which is power into all the departments of business, but fitted also to elevate the tone of social and moral life and manners amongst us and make our city what every city should strive to be,—'a city set on a hill.'"

These schools have occupied the same building in Bedford street for nearly forty years. We now dedicate to their joint use this beautiful structure. May they continue to occupy it in harmony and prosperity as long as mundane things are permitted to endure.

This day is memorable and dear to our citizens and to all Americans as the natal anniversary of the Father of his country. I invoke the blessings of his spirit on these two institutions, that they may not only instil into our youth the desire for intellectual and moral truth, so as to lead them through the pursuits of knowledge, to cultivate, as Tully has well said, in our mortal life the pursuits of heaven; but may also inculcate the spirit of a lofty patriotism, that there may be always here, where Washington first drew his sword in the cause of civil liberty, those who will make every sacrifice for its defence.

Mr. Chairman of the Committee on High Schools, I now conclude the part assigned to me in this dedication by delivering to you these keys. I do so with great pleasure, being well assured that you and your committee will faithfully administer the supervisory powers in respect to these schools delegated to you by the Board.

## RESPONSE OF CHARLES L. FLINT.

*Mr. Mayor* :—In behalf of the Committee, on High Schools I accept the trust of which these keys are a fitting recognition. Let me express the profound satisfaction of the committee with the completion of the plans for the accommodation of the great schools which are to occupy this house. These schools have labored for years under the most trying disadvantages, with classes scattered about at considerable distances from the main building, and under circumstances which made it impossible to do the best work, or work which was satisfactory to the teachers themselves. That they have been able to maintain their popularity, under such conditions, and even to grow in efficiency and usefulness, is due chiefly to the extraordinary good fortune of the committee in securing and retaining a corps of instructors in both schools unsurpassed for ability, and devoted heart and soul to the work they were called upon to do.

The schools were never, we believe, in a stronger position than they are now. They were never in a condition to do better work. With the facilities which this building will afford, when our rooms are furnished, as I have no doubt they will be, with suitable chemical, physical and philosophical apparatus, the appliances which science and mechanical skill have devised, we shall be recreant to our duty if we fail to impart a training which will fit the young to enter upon the activities of life with all the conditions requisite to success, so far as they depend on instruction in the public schools.

We wish to express our grateful acknowledgments to you, sir, and to the City Government, for the munificent liberality that has provided so generously for the wants of these schools, and to the Committee and the Superintendent of Public Buildings, and especially to the City Architect for his admirable and thoughtful designs for the comfort and con-

venience of teachers and pupils. It may be easy to suggest improvements and to find fault with defects when the work is done, but take it all in all we believe it to be the grandest and most complete school-house in this country, if not in the world. We thank you all, sir, for the excellent way in which the work has been done. It is a monument, noble in its designs, magnificent in its proportions, and fit to commemorate the wise and far-seeing liberality of our citizens.

The committee, I am sure, feel a deep sense of responsibility to the citizens who maintain these schools, and to the parents whose sons are to be taught here. Let us have your considerate coöperation, your generous confidence, and your hearty support, and we will make these schools not only the pride of every citizen, but the crowning glory of the free public school system of Boston.

After music by the choir, Mr. Flint continued : —

*Mr. Merrill, Head-Master of the Public Latin School :* I have the honor, on behalf of the committee, to intrust these keys to you. They are the symbols of your authority. Since the committee called you to the honorable and responsible position at the head of this great school, they have watched you day by day, with increasing confidence in your ability, in your scholarship, and in your practical sagacity. When you entered upon your duties, four years ago, the school had suffered from a variety of causes. Its general tone and its discipline were low, and it failed to command the entire confidence of the School Board, or of the community. I state what I know from my own experience when I say it was a source of great anxiety to the committee in charge. You have revolutionized it in these respects, and you are fairly entitled to the credit of it. The Latin School was never in a better condition, so far as its general tone and spirit are concerned, than it is to-day. I do not believe its corps of teachers was ever so exceptionally strong and efficient at any one

time in the past, or so united in their efforts to do the best possible work for the credit and the reputation of the school itself.

You are at the head of the oldest free public school in this country. It was the work of men struggling with the hardships and the gloomy isolation of colonial life, but determined, let what would come, that learning should not be buried in the graves of their fathers. If there ever was a case where men builded better than they knew, it was that of the early fathers of New England, when they started to embody in a material and practical form the declaration of their great spiritual leader, "that government, as the natural guardian of all the young, has the right to compel the people to support schools." They applied that principle for the first time here, in the establishment of this school, only five years after the settlement of this place and while the little colony was still hanging almost on the verge of despair.

The history of the school, therefore, dates back to the early infancy of the colony of the Massachusetts Bay, to a period anterior to the founding of Harvard College, and for a hundred years or more it was regarded as "the principal school of all the colonies, if not in all America." It is, as we all know, a preparatory school. It has always been regarded as such, and as such in times past it gained a high and well earned reputation as the most efficient institution in the country, nobly and honorably accomplishing its mission, and proving itself to be a priceless blessing to this community.

But though somewhat venerable with age, there is still abundant room for growth. The standard of scholarship required for admission to our colleges is constantly advancing, so that we shall be obliged constantly to produce better results, and forced not only to do more work but to raise the standard of admission to the higher classes. To make such changes as may be needed from time to time in the course of studies, to keep the school in the line of growth

and progress so as to accomplish the highest results, will require constant watchfulness, consummate skill, and an untiring devotion. The committee, I need not say, will give you all the aid in their power, and will cordially coöperate with you in your efforts to maintain the ancient renown of an institution which was for many years regarded as by far the *best* preparatory school in all America.

RESPONSE OF MR. MOSES MERRILL.

*Mr. Chairman:* — In receiving these keys from your hands we are reminded of the obligations resting upon us as instructors of youth. We trust that this responsibility is never lost sight of. But it is well to call attention at times to the services demanded of us and to the trust reposed in us, lest we may forget that the influence of our work here is far-reaching, boundless as eternity itself.

The vocation of teaching is subordinate to that calling alone which devotes itself to the interests of the soul. Our fathers associated the two; they felt that erudition in theological lore was an essential qualification for teaching the young, especially in the higher institutions of learning. This sentiment has not altogether disappeared, though the occupations are now, practically, distinct. A different course of study and a different kind of instruction are necessary for a suitable preparation for teaching. Still, the minister of the Gospel is, as he ever has been, an earnest advocate of mental culture; he believes in an intelligent piety. On the other hand, the teacher, if true to his profession, will have regard for the moral and spiritual nature of his pupils. On the union of this moral and mental culture depend the broadest development of man's character, his own well-being, the purity of society, and the security and perpetuity of our free institutions.

Therefore, may the pupils of this school ever obey the



precepts of Divine revelation in their widest meaning, as given to us in the Proverbs of Solomon: "Get wisdom; get understanding; forget it not, neither decline from the words of my mouth; forsake her not and she shall preserve thee; love her and she shall keep thee. Wisdom is the principal thing; therefore get wisdom, and with all thy getting, get understanding. Exalt her and she shall promote thee; she shall bring thee to honor when thou dost embrace her. She shall give to thine head an ornament of grace and a crown of glory shall she deliver to thee."

You have been kind enough, Mr. Chairman, on various occasions, to speak approvingly of the condition of the school since it has been entrusted to my care. Your words to-day accord to me, I fear, more credit than I deserve. I wish to confirm all you have said in praise of my associates, and to assure you that we are greatly indebted to them for whatever success, in your judgment, we have attained. We also wish to thank you, sir, as well as your colleagues and the parents of the pupils, for your prompt and hearty support in promoting the welfare of the school. But all efforts of teachers avail not to make a school successful, unless they have the sympathy and willing obedience of their pupils. This state of things appears to exist. As our boys advance through their respective classes from year to year, and reach the first class, — the sixth form, in which Dr. Arnold placed the hope and the confidence of his school-work, — we see them putting off childish things, and the senseless frivolities of early youth, and becoming manly and honorable, appreciative and generous in their feelings. Such a class, a fit representative of previous classes, we can present to you to-day. Be assured that so long as this continues, you need have no anxiety about the order and well-being of the school.

Two hundred and forty-six years ago the residents of the infant colony of Massachusetts established this school "for the teaching and nourtering of children with us." We have

no historical statement of the fact, except possibly that which the Mayor has given us to-day, but it is reasonable to suppose that the first Governor of the colony gave the measure his hearty support. It would be incongruous to suppose otherwise. He was an educated man, and we know that he was an ardent supporter of public education in his adopted home. Could he have looked through the vista of coming centuries, and seen the development of his hazardous experiment into the metropolis of to-day, with its teeming population, with its vast industrial interests, with its churches and schools, and the distinction of its citizens, especially those bearing his own name, he might have exclaimed, in the words of Anchises, as he beheld from the abodes of bliss, in prophetic vision, the glory of Rome, the mistress of the world, in the golden age of Augustan power and literature : —

*Illustis animas, nostrumque in nomen ituras.*

It is eminently fitting that we should have with us to-day the chief magistrate of the Commonwealth, to ratify and confirm the act of his great predecessor, to give dignity and impressiveness to these exercises by the weight of his official position and his personal character. It is also a fortunate circumstance that, among the prominent graduates of our school, we have here to-day a lineal descendant of the first Governor, a fellow-citizen whom we delight to honor, himself an alumnus of the school, whose presence and utterances will prove a benediction, who, in the fulness of years and wisdom, will give us, in his own eloquent way, words of counsel and encouragement.

We have assembled to-day to dedicate this building to the moral and mental culture of our youth, the highest purposes to which it could be devoted save the promulgation of the Gospel of the Saviour of mankind. But let us remember that this is not exclusively our own gift; it is a legacy we have received from our fathers. We have taken this

legacy, added to it, enlarged it by generous offerings, and adapted it to the needs of our day and generation. Let there be no complaints, no regrets. Let us transmit this offering to our children with the same generous impulses and noble aims as our fathers transmitted it to us. May it do as much for them as it has done for us. In their turn they will take the legacy, when it is no longer suitable for them in the form in which we present it, enlarge it, and transmit it to generations farther on. Therefore, all honor to those who have had anything to do, from the beginning to the end, with this public benefaction.

The aims of the two schools occupying the building are different. Cicero says: "*Omnes artes, quae ad humanitatem pertinent habent quoddam commune vinculum et cognatione quadam inter se continentur.*" This involves a principle in education as true to-day as when these words were uttered. The following version, nearly a literal translation, answers our present purpose: "All branches of knowledge which tend to the cultivation and refinement of the mind have a common bond of union and a certain close relationship to one another." The more one knows the better. But no mind can grasp all knowledge. A selection must be made. We think we have the best selection on our side; they think they have the best on the other side. But there need be no quarrel. The two schools will occupy the building in peace, in the spirit of an admission recently made by an eminent scientist in England, Prof. Huxley, who said: "I am the last person to question the importance of genuine literary education, or to suppose that intellectual culture can be complete without it. An exclusively scientific training will bring about a mental twist as surely as an exclusive literary training."

In the spirit of this partial concession to the advantage of linguistic studies, these schools will meet the wants of our people. There is enough of the literary element in the one,

and enough of the scientific element in the other, to save each from the charge of exclusiveness.

I need enter upon no eulogy of the work of the English High School. Its results have been conspicuous. Among its graduates, eminent in the various callings of life, some to-day will tell what it has done for them and for their fellow-students.

The Latin School, let us hope, in days to come as in days past, will lay a broad foundation for intellectual development, which will be but the beginning of a long course of study, culminating in the learned professions or in other positions equally important and influential, bringing credit to the school, to the pupils themselves, honor to their native city, strength and renown to the Commonwealth and to the nation.

Mr. Flint, turning to Mr. Francis A. Waterhouse, Master of the English High School, said : —

*Mr. Waterhouse, Head-Master of the English High School:*—Less than two months have passed since you were called to occupy the most important position at the head of this great school. But though a comparative stranger to many in this community, the extraordinary record you had made in similar positions of trust had long been familiar to the committee. When, therefore, the burden of responsibility was thrust upon them of filling the vacancy caused by the resignation of your predecessor, there could be no want of unanimity as to the selection to be made. All eyes were turned to you. We regard it as a great good fortune, not only to the committee in charge of the school, but to the whole community, that you were willing to accept our offer, and to assume the responsibilities which such acceptance involved. You enter upon its duties with the entire confidence of the committee, and with the best wishes and the highest expectations of every friend of High Schools in this city.

The great school, to the head-mastership of which you have been called, derives its highest importance from the fact that it is, essentially, a finishing school. Its graduates, with comparatively few exceptions, enter directly upon the practical business of life. Its functions, therefore, as well as its traditions, are quite different from those of its neighbor, the Latin School, and its course of studies ought to be broader and laid out for different ends. It had its origin at Faneuil Hall on the 15th of January, 1821. Its first head-master was chosen on the 19th of February, 1821, and opened the school in the following May, and from that day to this, for sixty years, its pride and its crowning glory have been to give to the young men of this city an education that should fit them for eminence in their profession, whether it be clerical, mercantile, or mechanical. This object it has accomplished, on the whole, remarkably well, as the long list of its graduates, many of them the most prominent men in all the practical walks of life in our midst, abundantly shows.

Now, we ask you to bear in mind, as you enter upon this trust, that you will impress yourself most strongly and most beneficently upon this community by impressing yourself most strongly and durably upon the individual character of the pupils that come under your charge. Let them go out wiser, purer, truer, holier. There can be no nobler aim, nothing more worthy of the highest ambition of any good man than this,—to give the last finishing touches in moulding the character, in stimulating the ambition, in leading the young and pliant minds just blooming out into thoughtful manhood,—the flower, the hope, and the stay of a great and intelligent community,—to loftier aims and to nobler purposes in life. It requires a rare combination of the Christian gentleman, the teacher, and the friend.

The simple fact that we have elected you to this difficult and responsible post is evidence enough that we have

implicit confidence in your character, in your ability, and in your entire fitness for the position ; and I need not assure you that we have not placed you here to leave you without the hearty and persistent coöperation of the committee. We propose to stand by you, and to give you not only all the moral, but all the material aid in our power. The rest will remain for you. I have the honor, on behalf of the committee in charge of the school, to intrust these keys, as the fitting emblem and recognition of authority, to you. May you never have occasion to regret the choice you have made.

RESPONSE OF MR. FRANCIS A. WATERHOUSE.

*Mr. Chairman :* — In receiving at your hands the keys of the English High School, I formally signify my acceptance of the great trust that you have so impressively committed to my care. In the execution of this trust, I feel that I am bound, not only to aid and direct pupils in getting so-called practical knowledge and practical skill. Such work, I admit, is highly important work ; and he who does it well deserves, in no scant measure, commendation for good and faithful service. But the charge that you have given to my keeping implies the obligation to a work that is higher and better still, — the work of forming the minds and hearts of pupils to right habits of thought, feeling, and action. I am bound to exert my best efforts — my associate teachers, will, I trust, exert their best efforts — in training our boys to think for themselves, and to think with an earnest and sincere desire to arrive at truth,—to feel, with genuine and discriminative feeling, the beautiful and the good,—and to put true thoughts and generous sentiments into fitting words and deeds.

These ideas of education — the disciplinary idea, as it may be termed, and the practical — find due recognition in the course of study in our school. As a result of the labors of my distinguished predecessor, the organiza-

tion of the school with respect to instruction is admirably fitted for thorough work. Instead of being called upon to teach a multitude of subjects, and, consequently, teaching all, except a favorite one, indifferently well, each instructor has in charge but a comparatively few branches, and generally such branches as his gifts or culture adapt him successfully to manage.

With such a course of study and such a division of labor ; with associate teachers, able and enthusiastic, tenaciously holding, as they fairly may, to ideas and sentiments that have stood the test of years, but ready to welcome new ideas and methods that smack of sense and truth ; with the cordial and intelligent support of our best citizens ; and, lastly, — for the thought of the occasion, if no other thought, naturally leads me to give prominence to this point, — with the finest and most commodious school building in the country ; with such helps as these, and with few, if any, hindrances that energy and determination cannot do away, I venture the hope that the English High School will make in the future as good a record as it has left in the past. I venture the further hope, that, as years go by, it will yield proofs more and more convincing that it holds in the school system of Boston an indispensable place as well as a high place, freely offering, as it does, to every boy in the city, — provided he have fair ability, — an education that fits him not merely with a reasonable prospect of success to enter upon special lines of business, but also to assume the responsibilities and to discharge the duties of citizen, patriot, and man.

Turning to the audience, Mr. Flint then resumed : —

ADDRESS OF CHARLES L. FLINT.

*Ladies and Gentlemen:* — It would obviously be improper for me to detain you many moments from the sequel to these formal ceremonies. I am well aware that this is a

day of congratulation rather than of suggestion, and yet there is one thought, not new by any means, but worthy of frequent repetition, that I wish I could impress upon the minds of the parents of our boys. It is that, taking our community as a whole, we are too much inclined to rely upon fine school-houses, upon accomplished teachers, and upon elaborate and costly appliances for instruction. All these are important, to be sure, and by no means to be overlooked, but every teacher, and every active member of a committee must realize and appreciate the far greater importance of wise parental discipline and sound instruction at home.

Our schools and colleges can do much, but they cannot do all. They ought to be regarded merely as supplementary to the more important influences of the home. We must not confound instruction with education. The teachers of our public schools can have their pupils, at the most, but five hours a day, and that time must be given chiefly to instruction, so that most of the influences which go to build up a noble and finished character must come from parents at home. If we would have an Eton or a Rugby, we must comply with the conditions which such schools impose. We must give up our boys to the more complete control of competent teachers.

The boys of our cities are far too apt to rely upon outside influences for growth and mental development. They are not sufficiently self-reliant. They are not so self-reliant as boys brought up in the country, and for obvious reasons. They seem to wait to be taught, to have knowledge poured into them, as it were,—as if their minds were mere storehouses, when they ought to be workshops.

Now, there is no plainer axiom than this, that the mind grows only by its own action. We cannot travel by railway from ignorance to knowledge. The way through mental discipline to a high standard of intellectual culture is as slow and laborious now as it ever was. The school and the college can aid by giving direction, but they cannot supply a



lack of mental force. They must rely upon home influences to stimulate ambition, to infuse energy, to kindle enthusiasm, and to create a love for the work of the school.

Now, what you and what I can do, to a certain extent, is just this: We can stimulate mental activity in our boys. We can do something to encourage them to greater self-reliance. We can impress upon them constantly the idea that they must work out their own salvation; that whatever we may do for them, whatever teachers and schools and books may do for them, will amount to very little unless they learn to rely upon themselves. There can be no strong, stalwart, well-developed manhood that is obliged all the time to lean on something outside of itself for support, and a true education ought to fit a man to meet emergencies, to fight the battle of life manfully, and to crown it with victory.

The choir then sang the beautiful "Hymn to Liberty."

The CHAIRMAN. — We are fortunate in having with us to-day the Chief Magistrate of a Commonwealth that was the first to put upon its Statute Book an act "to provide for the instruction of youth and for the promotion of good education." An act so remarkable for felicity of expression as to amount almost to fervid eloquence was passed by the Legislature of 1789, and it is so short that I am sure you will pardon me for reading a single section of it. It was enacted: —

"That it shall be, and it is, hereby made the duty of the President, professors, and tutors of the University at Cambridge, preceptors and teachers of academies, and all other instructors of youth to take diligent care and to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love of their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and

those virtues which are the ornament of human society, and the basis upon which the republican constitution is structured. And it shall be the duty of such instructors to endeavor to lead those under their care (as their ages and capacities will admit) into a particular understanding of the tendency of the before-mentioned virtues, to preserve and perfect a republican constitution and to secure the blessings of liberty, as well as to promote their future happiness, and the tendency of the opposite vices to slavery and ruin."

It is the spirit of this remarkable act, embodying, as it does, the very elements of popular education and civil liberty which had been worked out by the experience of the early fathers; breathing, as it does, in every line, the loftiest sentiments, and appealing to all men of culture and sound principles to stand round and support and elevate the standard of popular education, — it is the spirit of this act that has pervaded and directed our system of free public schools from its passage, more than ninety years ago, down to the present hour. I have the honor to introduce to you His Excellency, Governor LONG.

#### ADDRESS OF GOVERNOR LONG.

The enactment which you have just read, Mr. Chairman, lacks something of conciseness, and, if you will pardon me, of entire felicity of expression. But, in its spirit, it well emphasizes the demand of Massachusetts that her children shall be instructed not only in studies that make the mind acute and strong, but in the good morals which lie at the foundation of character and of the State. Most sincerely, while bringing to the dedication on Washington's birthday of this new temple of learning, so spacious and elegant, the good words and wishes of the Commonwealth, do I trust that, in conformity with her spirit and statutes, its teaching shall be the truth, its inspiration shall be humanity, and its fruit the citizen free and true. And let us not forget that it is not the

munificent gift of some princely magnate, but the more munificent self-imposed contribution of the body of the people.

As a part of the great educational system, which from the first the Commonwealth has fostered, these two noble schools belong to Massachusetts. The Latin School dates its beginning almost with that of the colony. It foreran Harvard College. Among its teachers, at the opening of the Revolution, it saw the older Lovell, a Tory refugee, and the younger, a flaming patriot, at the side of those Massachusetts heroes, Hancock and Adams. And, to-day, I see its scholars standing before me in the uniform of the State militia. It is the General Court that, under the lead of a gallant young colonel of my staff [Colonel Higginson], is authorizing their instruction in military drill. And yet, as I behold their gun-barrels ranged around these walls, I am glad to see that their arms yield place to the citizen's gown. The Latin School has been not more a nursery of classical learning than of a better than classical love of country. Within these walls the sculptured marble weeps over the record of its patriot martyrs. The names that have won Massachusetts most glory for statesmanship, eloquence, letters, the pulpit, and all well-doing, are, many of them, written on its rolls. If it could be typified in some life-like form, holding in its grasp not a spear but a book, surmounted not by a helmet but by a scholar's cap, it would well represent our Massachusetts common schools and stand as the American Palladium, its eyes flashing fire at any desecrating touch, conscious that upon its preservation forever depends the safety of the Republic.

Amid all this architectural vastness and convenience how the imagination tries to picture the homely shed that once stood in the rear of King's Chapel! The successive steps of the Latin School from house to house, wide as is the divergence from the first to the last, are, however, only in keeping with the marvellous growth of the city and the Commonwealth. Whether the cause of good learning has kept pace

with the enlargement of its temples and with the increase in the number of its votaries is not so certain. One might doubt it in the presence of Winthrop, who sits here a graduate of this school, his vigor unimpaired, chosen out from more than fifty millions of people, not more for his great ancestral name than for his scholarship here first acquired, to be the orator of the next great centennial of the American republic. One might doubt it, too, in the presence of Emerson, that other graduate who is also here, and who is indeed wherever education and the culture of the soul refine the air through which the spirit springs to heaven. Be it remembered that the one object of education, forever and now, is not to make the mind a storehouse full-crammed, not to dissipate it in the shattering endeavor to grasp all knowledge, but to enable a man, whatever his faculties or resources, to command, to use, to apply them to the full, — if he lift a hammer, to strike the nail on the head, — if he cleave a log, to strike it in the very centre, — if he argue a cause, to drive straight at the heart and the understanding. Given this ability and the education thus to use and expend his power, and then the storing of the mind and the variety and scope of accomplishment will take care of themselves; even as when a forest spring is put to use and overflows, it is never exhausted, because the whole mountain-side spontaneously bleeds at every vein to keep it full. The difference of one man from another is less in power than in the use of power. Command of words, mastery of language, are not more the distinction of Webster and Burke than of the most brilliant speculator in mining stocks, or of the head man in a New England village. And yet how painful and pitiful is the daily spectacle of some graduate of our schools, soaked with lessons, who cannot put a thought into words, or a purpose into execution.

But it is not for me to speak of the special topics of education. Whatever in that is best has here always found its

opportunity, and, I am sure, here always will find it. Rather, speaking for the Commonwealth, and speaking, too, for myself in connection with a school in which I was once for a few weeks a teacher, I love to recall the exquisite freshness and promise of the scholar's life and progress, the delights of classical learning, the inspiration of the acquirement of knowledge, the growing consciousness of mental grasp and power, though it but blush and tremble at its own first essay at speech or at poem. There is no range so noble, so free, so easy in its access to the rarest communion, as the scholar's. Not by accident is it that rhetoric and poetry and the Greek and Latin classics have been called the "humanities." In one common humanity they link all ages, all times, all conditions. Through these halls many a boy, perhaps the humblest, a poet in his soul and in his eyes, shall walk with Virgil hand in hand; many a youthful stammering orator have Demosthenes for his master, and many a lover of letters repeat, fresh from Cicero's tongue, his matchless tribute in their praise.

*Noblesse oblige!* In her poverty Massachusetts gave from her scanty store that learning might not perish. Have no fear or distrust of her generosity. That all her sons might be scholars she has cheerfully borne the heaviest burden upon her labor and her sweat. And nobly hitherto has the scholar responded to the obligation, in his own self-respect, in his loyalty to her, in his patriotism, in his usefulness in the world. May it still be his, going out from beneath this favored roof, with the mantle of three centuries now settling down upon it, to show that, dubbed to grander service than that of ancient knight, the scholar is noblest, not when his attainments, which he owes to the common contribution, lift him aside from his fellow-men, but when they equip and inspire him to mingle with them, to shed among them his own better influence, and to spread abroad — himself an example — those qualities, named in the legislative act of 1789, of piety,

justice, regard for truth, love of country, benevolence, industry, moderation and temperance, which are the best "humanities," "which are the ornament of human society, and on which the republican constitution is structured."

The CHAIRMAN. — His Excellency has spoken so well for the Commonwealth, as it stands to-day, that we could almost wish we had several other Governors to present to you. We cannot so easily call up the living presence of the first great Governor of the Colony of the Massachusetts Bay, but he was a reality here two hundred and fifty years ago, full of activity, earnest in all good works, inspiring the settlers with courage and hope when they were brought to the verge of despair, and contributing liberally of his own means to found one of the great schools which are to occupy this grand structure. But we have a descendant in the direct line from him, whose name he bears, and whose voice is always welcome, though too seldom heard in our midst. It gives me pleasure to introduce to you the Hon. ROBERT C. WINTHROP.

ADDRESS OF HON. ROBERT C. WINTHROP.

Most willingly, my friends, would I have been excused from the call which has now been made on me, — even at the cost of all the kind compliments by which that call has been preceded and accompanied. And yet I could not quite find it in my heart to be wholly wanting to such an occasion. On this day of all other days, — associated, as it is, and will forever be, with the grandest character in American history, or in any other merely human history, — I am most glad to find myself among those to whom that character should always be held up as their best model, and by whom it should never cease to be revered and venerated.

But I am not here to talk about Washington. Nor do I

propose to say anything about Governor Winthrop, to whom so many just and welcome allusions have been made in connection with my own name. Indeed, you will bear me witness, Mr. Chairman, that in accepting your repeated and flattering invitations, I promised to say only a few words; and I trust that I shall not too greatly exceed the measure of my promise. There are, I know, older graduates of the Boston Latin School than myself around me, — Mr. Emerson, to whom you have given so marked and cordial a reception, Mr. Dillaway, so long the head-master of the school, and my friend, Dr. Lothrop, to name no others. But they will all agree with me, and you will agree with them, that any one who is obliged to turn back nearly threescore years to find his name on the old catalogue, need make no apology for being brief, on this or any other occasion.

I am here, then, ladies and gentlemen, only to manifest my earnest and undying interest in these great public schools of Boston; to renew the assurance of my gratitude as a citizen for all that they have done for our city, for our Commonwealth, and for our whole country; to testify afresh my own personal gratitude for all that one of them did for me, under good Master Gould, so many, many, years ago; and to offer to them both, to their pupils and to their masters, my warmest felicitations on the completion of the noble edifice which they are henceforth privileged to occupy.

The dedication of a massive and magnificent school-house like this — destined as we hope and trust, not only to outlast all, however young, who are gathered here to-day, but to be the resort of our children and our children's children in a far distant future — is an occasion I need not say, of most impressive and most suggestive interest. A well-remembered English poet of the last century, in one of his celebrated odes, looked back from a distance on the old towers of Eton, to prefigure and portray some of the varieties of personal experience — prosperous or adverse, joyous

or sad — which awaited the young pupils of that famous seminary. And a most dismal and doleful picture he presented of not a few of the little victims, as he styled them, with countless ministers of fate lying in ambush around them, eager to seize and rack and rend them. No such picture of an American school, or of any other school, would be accepted in our day and generation.

It is for us, certainly, as we gather beneath these new towers of our own, to contemplate brighter and more cheering visions of the future. It is for us, to-day, to look forward to a long procession of the children of our beloved city streaming forth, year by year, from these noble halls, — not exempt, indeed, from the trials and casualties of our common lot, or from any of the ills that flesh is heir to, but pressing onward hopefully and bravely, in ever-increasing throngs, to fight the great battle of life, to win happiness and honor for themselves, and to add new strength and new security to those free institutions which can only rest safely on education and intelligence.

I echo the impressive words just uttered by the good master of the Latin School. May that fear of God which is the beginning of wisdom, and that love of God which casteth out all fear, take possession of their hearts; and may his blessing be on all their worthy efforts, both as boys and as men! But let them never forget that, under God, they are to be the masters of their own fate, and of their own future. It will not be in their stars, — no, nor in their school-houses, however humble or however grand, — but in themselves, if they are underlings, or if they shall grow up to the stature of the noblest patriotism and public usefulness. There can be no real failure for those who are true to themselves.

The old Latin School — to which I may be pardoned for one more special allusion, as a former pupil — is now taking possession of its fifth local habitation. We can trace it along from its first rude tenement of mud walls and thatched roof,



as the Mayor has just described it, to another, and another, and still another, more substantial and commodious structure, until, at last, this grand consummation has been reached. The fifth act opens in triumph, and the old school enters to-day, hand in hand with its accomplished younger sister, upon a far more spacious and splendid theatre. Need I say, need any one tell them, that larger expectations will rightfully be cherished of those who are to enjoy these larger opportunities and advantages? May we not reasonably call on every Boston boy, who enters these wide-spread gates and shining archways, not to allow all the improvements to be confined to the mere material structure, the mere outward shell, but to see to it that the character of the schools shall take on something of the proportions, something of the beauty and grandeur of the building which the city has so sumptuously provided for them; and, still more, to see to it that his own individual character shall not be wanting towards making up the precious mosaic of an institution worthy of such a home and such a history.

I might almost venture to conceive that some one of the young scholars around us at this moment — and more than one — might catch an inspiration from this very scene, and from all its rich associations and utterances, and, recalling that exquisite stanza of Holmes's "Chambered Nautilus," with all its marvellous transmutations and transmigrations, might say to himself, as he retires from these impressive ceremonies: —

Build thee more stately mansions, O my soul,  
As the swift seasons roll!  
Leave thy low-vaulted past!  
Let each new temple, nobler than the last,  
Shut thee from heaven with a dome more vast,  
Till thou at length art free, —  
Leaving thine outgrown shell by life's unresting sea!

Such lines might almost claim a place among the illuminated legends on these walls. Certainly, their sentiment might well be impressed on every young heart which is beating high with the exultations of this hour. I can add nothing to them.

The CHAIRMAN. — Some of the graduates of the English High School, you know, go on to complete and round out their course of studies at the Institute of Technology. I wish there were more of them. It seems to me that if our busy community could realize that that institution was founded in our midst for the express purpose of teaching the sciences in their application to the infinitely varied forms of mechanic art, and that it has all the requisite appliances in the shape of chemical, physical, and metallurgical laboratories, smelting furnaces for handling ores, and the means of training skilled mining and mechanical engineers, and, especially, if it could realize the fact that its graduates are eagerly sought for to fill important positions of trust, requiring scientific skill, to be obtained nowhere else so easily or so well, we should send ten boys there where we send one now. This country is to have a vast and a marvellously rapid development in the near future, and there is no one direction of that development where the scientific training to be obtained there will not be in constant and quick demand. I have the honor to introduce to you the president of the institute, Prof. WILLIAM B. ROGERS.

ADDRESS OF PROF. WILLIAM B. ROGERS.

*Mr. Chairman:* — You are well aware that it is with no small reluctance that I have consented to appear on this occasion. Bodily infirmities have led to your indulgence now in placing me much before the position proper to me in this celebration. I feel, however, a sense of duty and of affectionate respect, in referring to the history of the Boston High

School, as well as of the Latin School. When I see my old friend, Mr. Dillaway, before me, still in the vivacity and vigor of a most intellectual and fruitful old age; and when I think of those good friends of the institute, — Thomas Sherwin and Geo. B. Emerson, — whose services and counsels were of such value to us in our early development, I feel it to be a sacred duty, however little it may be in my power to add to the interest of the occasion, to show myself and express my gratitude to both these institutions that are to have their tabernacle here.

But when I look back, as I cannot help doing, to the past history of these schools, and think of the time when a small gathering of the citizens of the little town of Boston agreed to "entreat Brother Philemon Pormont to become a school-master for the teaching and culture of the young folk around," and when I look now at what has been accomplished in the course of these two and a half centuries by the intelligence and provident wisdom of the citizens of Boston in the development of these schools, now furnished with such magnificent preparation and accommodation for their instruction, I cannot but think of what may be the question arising as to the progress which has been made in the meantime in that which is most important of all, — the real and substantial education of the youth of Boston and of the Commonwealth. It is certainly true that there has been great progress made in the methods of school-training, of college and university education, as they have been successively developed; but it is not less true that there is a great deal to be done to secure the best fruits of any of these forms of education. It has been admirably well said, since I have been sitting in this audience, that it is not simply in the magnificence of the accommodation, in the beauty and grandeur of the structure, or even in the extent of the appliances for education, that its great benefits are to consist.

I know perfectly well, I think I may say, that there are

very few of the youth now before me who would answer to Shakespeare's description of the "whining school-boy, with his satchel and shining morning face, creeping like a snail unwillingly—to school," excepting in the fact of the "satchel and the shining face," for now, such are the attractions of our well-organized schools, that the reluctance here referred to, and which has become somewhat classical in our language, is of rare, exceedingly rare, occurrence. The minds of youth are taught by being educed, by having more or less of those arrangements and agencies brought to bear which help the student to teach himself, and we are learning now that real education does not consist in the accumulation of mere knowledge, as such simply, but in the training of the faculties for the future uses of the man. It has been well said,—and I know that to a large extent this maxim, if I may so call it, has been brought into application in these great schools of Boston,—that intellectual food should go to form mental muscle, and not mental fat. I for one am entirely catholic in my views of education. I believe that mental muscle may be nourished and strengthened by the study of the classical languages, and I know that it can be strengthened to an almost unbounded extent by the study of the laws and agencies of nature. It was said by Hobbes, with only a partial degree of truth, I think, that "words are wise men's counters: they but reckon by them." I think that they are more than counters, that they are genuine money. They stand for something which is not only other than words, but wider, grander, and eternal in its character; and that is, they stand for *things*, for practical agencies, and phenomena, and laws; and upon this basis, and only upon this, can we erect a substantial and enduring education.

We ought, perhaps, for a moment to think of what was the condition of the civilized world at the time that Brother Pormont founded this little school,—the first free school in

Massachusetts, the first free school in the United States, for we must remember that Boston was a very insignificant place in the eye of the world at that time; that all the American colonies were but little at that time; that there was no leisure here for the cultivation of Philosophy, or of advancing science; but in the Old World there was an amazing activity in that seventeenth century, from its beginning until its close. Think what an array of great philosophers, great mathematicians and physicists! Think of Galileo, who was then passing his last years a prisoner at Arcetri! Of Spinoza, who was then a lad preparing for the grand work of his logical philosophy! Of Descartes, who was approaching the zenith of his fame! Of Locke, who was just beginning to lisp his mother's name! And only seven years after, think of the bright illumination that came upon the world in the birth of the illustrious mathematician and astronomer, Sir Isaac Newton! and you have something like a picture of the high condition of intellectual activity and the wondrous advances that were being made by the human mind on the other side of the Atlantic, and I cannot but believe that some of those influences, although they spread very slowly among the masses of mankind, passed across the Atlantic with the Pilgrim Fathers, and had an influence in softening and enlarging that theocratic government, sometimes almost a tyranny, which marked the earliest stages of the Commonwealth. Let us reverence their memory. Let us think only of the grand good which they have achieved, — a good which achieved thus far is only an indication of transcending future good. But while we feel that we are advancing in all departments of knowledge, in philosophy, and in the natural sciences, let us not be too proud. Let us be humble in our exultation, and remember what Carlyle has said, "Science has done much for us, but it is a poor science that hides from us the deep infinitude of nescience."

As I look around and see the bright faces of the scholars

of the Latin School and of the English High School, I cannot help telling them of my sympathy as an old teacher, who has been conversant with the minds of youth, with their tempers as well as their intelligence, and saying to them that they are to be their own teachers, and in the largest measure must be their own teachers, if they are to grow to a proper, intellectual, and vigorous manhood. Let us remember that if we strive, we rise in striving, and that the strenuous effort of the student himself is what chiefly educates him; not by the cramming of knowledge as it is commonly called; not by the accumulation of facts, but by the invigoration of his intellectual faculties, qualifying him to deal with all the phenomena and laws of nature and with all the interests of patriotism, benevolence, and industrial activity in the community to which he belongs.

The CHAIRMAN. — *Ladies and Gentlemen:* — We are honored to-day by the presence of my distinguished predecessor as Chairman of the Committee on the English High School. He is entitled to the credit of a great many years of valuable service, and that school undoubtedly owes very much of its present efficiency to him. I am happy to introduce you to the Rev. Dr. LOTHROP.

ADDRESS OF SAMUEL K. LOTHROP, D.D.

In rising at your call, sir, my first prayer to God is that I may have grace given me to be short; and if grace is given to me in that particular, it will afford me the greatest pleasure to express my hearty sympathy and gratification with this occasion, and my earnest hope that the interests and prosperity of these schools may be advanced in a measure commensurate with the magnificence of this building in which we are assembled.

I sympathize with everything that His Honor the Mayor

and several other persons have said about the Latin School; I subscribe to all of it; but the thing that more especially interests me here to-day is the English High School. Indirectly and directly my interest in that school covers fifty years of my life. I remember perfectly when it was instituted. Mr. George B. Emerson was its first master. He has grown old, and the infirmities of years have come upon him, but the work that he did as the first master of the English High School left an influence that is living and strong and wide-spread to-day. He deserves to be remembered here by all of us with gratitude and reverence. He impressed upon that school many noble qualities, that have since remained with it, and mark it to this day.

After he left, the next master was Mr. Solomon P. Miles. Mr. Miles, on leaving college, had been summoned to Lancaster to succeed Mr. Emerson in the charge of a private academy in that town. During the years 1819, '20, and '21, I was a pupil of Mr. Miles in that school. He fitted me for college. When I entered college, in 1821, he was summoned to Cambridge as tutor, and there I was under his instruction for two years and a half, till he was called to again succeed Mr. Emerson at the English High School; so that for nearly six years of my life I was under the influence of that man, one of the wisest, tenderest, noblest, best men I have ever known, and his memory rises up before me as one of the three or four men who have done me, intellectually and morally, by their influence upon me, more good than I have received from any others.

Then, sir, when Mr. Miles left, the next master of that school was Thomas Sherwin, my classmate in college and my friend,—a man every way worthy of being the successor both of Mr. Emerson and of Mr. Miles; and not many years after he became master, I returned to the School Committee, and for twenty-six years, from 1848, I was chairman of the English High School Committee, and kept on in that position and

in that work because of my friendship, my profound regard and respect for Mr. Sherwin, and my desire to assist him in all his noble efforts to carry forward that school and make it all that it ought to be. During the last five or six years of that long term of service, myself and my colleagues on the the committee were anxious, and were at work in various ways, to procure a new school-house, and it was before I had left the committee, I think, that the initial steps were taken that resulted ultimately in the erection of this magnificent edifice for the two schools. Naturally, therefore, I feel a deep and hearty interest in this occasion, and in the fact that, this large, commodious, grand building has been erected to meet the wants of these schools, and an opportunity given them to become all that they ought to be.

I remember, sir, the annual school dinner in 1836, — the second year, I think, of my first term of service on the School Committee, then a very small body, in which two of my associates were the Hon. Nathan Hale, of the "Advertiser," and Mr. William Minot. The dinner occurred about the middle of July, about six weeks before the first Monday in September, as at that time the summer vacation was but six weeks. It was a school dinner in those days, not one of those splendid festivals which have been introduced since then; the invitations came out in the name of the Mayor and City Government; every master, sub-master, and usher in the schools was invited, but no women. We were wise enough at that time to employ women in the culture and education of the children of the city, to take advantage of their wisdom and tact, and holy, refining influence in the work of education, but not wise enough to invite them to share in our counsels or to grace with their presence our social festivals. So we had a *male* dinner. The medal scholars among the boys were present, not the girls. The boys had tables arranged for them in the galleries at Faneuil Hall, and came down at the close of the dinner, walked over the



platform, and were introduced to the governor, mayor, and other officials.

At that dinner, Mayor Armstrong presiding, Mr. Everett, then in the first year of his office as governor, made a speech in which he said that Boston, in its eight or ten (that was all it had at that time) small, plain, uncouth, unpretending brick buildings for its public schools, had monuments, when you considered their purposes and their results, that were grander than any that could be found in all the ruins of Rome, or Greece, or Egypt, or any civilization that had preceded us. That was his thought, and pretty nearly his language. If Mr. Everett were present to-day, he would stand by his thought, so far as it regards the importance of public education, but he would be compelled to vary his phraseology about the eight or ten small, plain, uncouth, unpretending brick buildings for the public schools, for instead of those, Boston has now twenty, thirty, forty (I do not know how many) magnificent, commodious, convenient structures for its public schools and the education of its youth; and I rejoice in it, and we all ought to rejoice in it and glory in it.

Suppose there has been some extravagance, — I do not believe there has; but if there has been, that is infinitely better than parsimony in the other direction. And whatever we have spent, it is all coming back to us. It has told, and is telling every day, every year, — it is telling in the character of our population. If the education we give is wise and practical, and notwithstanding some failures that may be urged, it has been on the whole wise and practical; if it has tended to train the faculties, to develop the mind, to enlarge the heart, to improve and form the character, and is, to any extent, the education we need, we cannot carry it too far or too high.

I have had considerable experience in life, I am a pretty old man now; I have known a great many people in all

classes and conditions of society, from the very lowest up to the very highest, and my experience is this, that whatever work, whatever duty, whatever employment any one is engaged in, from the very lowest to the very highest position in the social scale, the person who knows most, who has received the best culture and education, be that person man or woman, will do the work better, will discharge the duty more faithfully, and the person himself or herself, according to his or her resources, is safer and better as a son, a brother, a husband, a father, or as daughter, sister, wife, or mother, they each and all do better, and promote the happiness and the comfort of all, more than the ignorant, uneducated do, or know how to do.

I say, then, we need not fear, let our extravagance be what it will, let our advancement be what it will, we need not fear the progress of popular education. The idea or theory that some have put forth, that man, as he lifts himself nearer to God in one of his attributes—*knowledge*—necessarily falls farther away from him in another—*goodness*—is false. It is treason against God; it is disloyalty and injustice to man. I cannot abide it. Let it not have any influence on us. Let us go for a progressive popular education that shall more and more lead the advancement of the world. Our common schools especially should be upheld, enlarged, advanced, and made all that they ought to be; and I cannot look upon that man as a good citizen, loyal to the State and the nation, loyal to the great ideas and principles that have made this republic what it is, and can alone preserve it, who denounces our system of popular instruction, who scoffs at our public schools, who endeavors to destroy their usefulness, break them down, and convert them into sectarian, denominational, miserable, narrow schools. Let us stand by the free common schools of the Commonwealth, if we would have our State continue what it is and what it has been.

I rejoice, therefore, Mr. Chairman, as I stand here to-day

and see all these glorious and splendid preparations for the advancement of these two schools. Long may these walls endure ! Long may this building stand, and for generations to come, as for generations past, may there be in these schools thousands, hundreds of thousands, of youths educated, who shall go forth to lead good, honorable, useful lives, and to serve God, their country, and humanity in all the various ways, that intelligence, truth, honesty, and a noble purpose will enable them to do ; so that never shall the historian arise who, writing about this old Commonwealth of Massachusetts, shall be enabled to say, *Delenda est Carthago*.

The CHAIRMAN. — Popular education in the free public school owes its origin very largely, if not wholly, to the early Puritan clergy. Most of them were educated men, who had had the advantage of the best training which the English colleges of that day could offer ; men well to do in the world, and abundantly able, had they seen fit, to send their sons back to the mother country to school ; and it is to their lasting honor, be it said, that, instead of that, they preferred to build the school-house here, in the shadow of the primeval forest, and to invite the sons of those less favored than themselves to come and share it with their own. They thought the best way to fight Satan was through the school-house, and they seem to have entertained the idea that one of Satan's artful dodges was to keep men from learning Latin and Greek. Perhaps we have departed a little from the early Puritan faith ; at any rate there is a gentleman here who knows all about it, and I have the honor to introduce to you the Rev. PHILLIPS BROOKS.

## ADDRESS OF REV. PHILLIPS BROOKS.

I should be very sorry, sir, at this late hour, to undertake to treat of the relations of religion to science. I heard, several hours ago, in this meeting, some excellent remarks

that were made upon that subject, and I think I must leave to the thoughtfulness of this great assembly the garnering up of the noble and wise things that were said to us by the Principal of the Latin School.

I want to speak only a few moments, if I can restrain myself so. It is all very well to talk about the magnificence of this new building. It is magnificent — and we are thankful for it; but to me there is something infinitely sad and pathetic this morning in thinking of our old Latin and English High School-house standing empty and desolate down in Bedford street. I cannot get it out of my mind. I cannot, as I look around upon the brilliancy of this new building, forget what that old building has done. I cannot help thinking of it almost as a person, and wondering if it hears what we are saying here. I cannot help thinking that from the top of the old brown cupola it looks across the length of the city and sees the pinnacles of this new temple which is to take its place. I cannot help thinking that even through its closed and dusty windows it is hearing something of the triumphant shouts with which its successor's walls are ringing. I cannot help wondering what it thinks about it all.

But when I know, letting that old school-house stand before me for a moment in personal shape, — when I know what a dear and earnest old creature it was, — when I know how carefully it looked after those who came into its culture and embrace, — when I know how many of us will always look back to it, through the whole course of our lives, as the place where were gathered some of the deepest inspirations that ever came to us, I cannot but think that the old school is noble enough and generous enough to look with joy and satisfaction upon this new building that has risen to take its place. And, as the old year kindly and ungrudgingly sinks back into the generations of the past, and allows the new year to come in with

its new activities, and as the father steps aside and sees the son who bears his nature, and whom he has taught the best he knows, come forth into life and fill his place, so I am willing to believe that the old school rejoices in this, its great successor, and that it is thinking (if it has thoughts) of its own useful career, and congratulating itself upon the earnest and faithful way in which it has pursued, not only the special *methods* of knowledge which have belonged to its time, but the *purposes* of knowledge, which belong to all time, and must pass from school-house to school-house, and from age to age, unchanged.

The perpetuity of knowledge is in the perpetuity of the purposes of knowledge. The thing which links this school-house with all the school-houses of the generations of the past,—the thing that links together the great schools of the middle ages, and the schools of old Greece, and the schools of the Hebrews, where the youth of that time were found sitting at the feet of their wise rabbis,—is the perpetual identity of the moral purposes of knowledge. The methods of knowledge are constantly changing. The school-books that were studied ten, twenty, thirty years ago have passed out of date; the scholars of to-day do not even know their names; but the purpose for which our school-books are studied, the things we are trying to get out of them, the things which, if they are properly taught and studied, the scholars of to-day do get out of them, are the same; and so across the years we clasp hands with our own school-boy days.

And there is to be the perpetuity of knowledge in the future. One wonders, as he looks around this new school-house, what is to be taught here in the years to come. He is sure that the books will change, that the sciences will change, that new studies will be developed, that new methods of interpretation will be discovered, that new kingdoms of the infinite knowledge are to be opened to the discerning

eye of man, in the years that are to come. He knows it is impossible for any man to say what will be taught in these halls a hundred years hence; but yet, with that unknown development he is in deep sympathy, because he knows that the boys of a hundred years hence, like the boys of to-day, will be taught here to be faithful to the deep purposes of knowledge, will be trained to conscientious study, to the love of knowledge, to justice and generosity, to respect for themselves, and obedience to authority, and honor for man, and reverence for God. That is the link between the school-house that stood behind the King's Chapel and this; and that is the only thing that in the years to come will make these schools truly the same schools that they are to-day.

When the Duke of Wellington came back to Eton, after his glorious career, as he was walking through the old quadrangle, he looked around and said, "Here is where I learned the lessons that made it possible for me to conquer at Waterloo." It was not what he had read there in books, not what he had learned there by writing Greek verses, or by scanning the lines of Virgil or Horace, that helped him win his great battle; but there he had learned to be faithful to present duty, to be strong, to be diligent, to be patient, and that was why he was able to say, that it was what he had learned at Eton that had made it possible for him to conquer at Waterloo.

And the same thing made it possible for the Latin and High School boys to help win the victory which came at Gettysburg, and under the very walls of Richmond. It was the lessons which they had learned here. It was not simply the lessons which they had learned out of books; it was the grand imprint of character that had been given to them here. The Mohammedan says, "The ink of the learned is as precious as the blood of the martyrs." Our English High School and our Latin School have had "the ink of the learned" and "the blood of the martyrs" too. They have

sent forth young men who have added to the world's wisdom and to its vast dissemination; they have sent forth young men who have laid down their lives that the country might be perpetual, and that slavery might die.

I have always remembered, — it seemed but a passing impression at the moment, but it has never left me, — how one day, when I was going home from the old Adams School, in Mason street, I saw a little group of people gathered down in Bedford street; and, with a boy's curiosity, I went into the crowd, and peeped around among the big men who were in my way to see what they were doing. I found that they were laying the corner-stone of a new school-house. I always felt, after that, when I was a scholar and a teacher there, and ever since, that I had a little more right in that school-house, because I had happened, by that accident of passing home that way that day from school, to see its corner-stone laid. I wish that every boy in the Latin School and High School, and every boy in Boston, who is old enough to be here, who is ever going to be in these schools, could be here to-day. I hope they will hear, in some way or other, through the echoes that will reach them from this audience, with what solemn and devout feeling we have here consecrated this building to the purposes which the old building so nobly served, and in the serving of which it became so dear to us all; to the preservation of sound learning, the cultivation of manly character, and the faithful service of the dear country, in whatever untold exigencies there may be in the years to come, in which she will demand the service of her sons.

The CHAIRMAN. — The Latin School Association, as many of you know, is an organization of the graduates of that great school, formed for the purpose of keeping up early associations and for bringing their influence to bear for the good of the school itself. It has contributed liberally

to the excellent library of the Latin School, and to its collections of works of art, and in various other ways has been of infinite service. The committee fully appreciate the influence of this association, and desire most cordially to coöperate with it in every practicable way. I have the honor to introduce to you the President of the Latin School Association, Mr. CHARLES K. DILLAWAY.

ADDRESS OF CHARLES K. DILLAWAY, ESQ., PRESIDENT OF THE  
LATIN SCHOOL ASSOCIATION.

*Mr. Chairman:* — One of the historians of Massachusetts said, "From small beginnings great things have been produced, and as one small candle may light a thousand, so the light here kindled hath shown to many, yea, in some sort to our whole nation."

He must have had our Latin School in his mind when he said that. Its origin was simple and unpretending; its advantages as an educational institution hardly above those of a village school of the present time; and yet what a burning and shining light it has become!

For more than two centuries it has been training men for our national councils, for the halls of justice, for the professions, and for every important occupation of life.

Merely to name those graduates who have contributed to the good of the government of our country, to its literature, to the arts and sciences, and the education of the people, would take more time than I have any right to use. Let me speak only of those who are at this time in important and responsible positions.

In the Cabinet at Washington there are two of our graduates; and President Hayes will tell you, sir, that among his wisest and most trusty counsellors are William M. Evarts and Charles Devens.

Our school has furnished many of the Governors of



Massachusetts ; — we claim His Excellency, the present Chief Magistrate, whom the verdict of the people has so emphatically declared to be the right man in the right place.

Four of our graduates have been Presidents of Harvard University ; — we claim the present distinguished head of that institution ; and every friend of old Harvard will bear witness to the vigor and success of his administration.

Boston has come to us for many of its chief Magistrates ; — we claim His Honor, the present Mayor, whose great popularity has been shown by repeated elections.

Let me take this opportunity, sir, to thank him in behalf of the Latin School Association for the encouragement and efficient aid he has given to the erection of the building we are dedicating, from its commencement to the successful end.

It was commenced during the first year of his administration, and has had the great benefit of his official influence during the whole process of its erection.

Indeed, sir, I very much fear that without that influence, so faithfully used, we should not be dedicating this building to-day. It is more than probable that our boys would still be occupying the gloomy, sunless, comfortless rooms in Bedford street.

We cannot speak too highly in praise of the new building now given to us. Our teachers, who have had abundant opportunities to test its qualities, are unanimous in their opinion that it answers most satisfactorily all the purposes for which it was erected.

In the important matter of ventilation, wherein our city architects in times past have been more distinguished for their failures than for their successes, this building is believed to be one of the best in the city.

Of course we hear outside criticisms, coming generally from those who have seen only the outside of the building.

Some of these complain that it has cost too much. Is

there any novelty in that, sir? When did we ever erect a public building in our good city of Boston which did not cost more than we expected?

Now, Mr. Chairman, as we have just such a building as we wanted, an ornament to our city and substantial enough to last for centuries, it is of very little consequence if the cost has been beyond our estimates.

Some say it is too large; we shall never fill it. Did we ever erect a school-house without hearing the same cry? And did we ever fail to fill any one we erected?

When the Sherwin School-house was built, some of the wise men of that day prophesied that no member of the School Board would live to see it filled.

In less than three years it was full to overflowing; every seat was occupied, and the boys, like Oliver Twist, were asking for more.

The building the city has now given us, we believe to be none too large. In due time we shall fill it. All precedents show that our Boston boys, among their other good qualities, have that of multiplying with marvellous rapidity.

But I must take no more time, sir, as there are many gentlemen around me whom we are all wishing to hear.

The CHAIRMAN.—I have a letter from the Secretary of State, the Hon. WILLIAM M. EVARTS, regretting his inability to be present on this occasion. I have also one from the Attorney General of the United States, which I will read:—

DEPARTMENT OF JUSTICE,

WASHINGTON, Jan. 24, 1881.

MY DEAR SIR,—I am very much obliged for the invitation to attend the dedication of the new building for the use of the Public Latin and English High Schools.

These two schools have been of the highest advantage to the City of Boston in the development of the men who date back to them their early education; and I should be very glad, at a dedication which brings

these two sisters of learning under the roof of a common home, to be present.

My official engagements at the close of the Presidential term will be too onerous for me to leave them. I can only send to the graduates who will assemble upon the occasion my most hearty and sincere good wishes, and my hope that the schools will continue to confer benefits in the future such as they have dispensed in the past.

Your obedient servant,

CHAS. DEVENS.

HON. CHARLES L. FLINT,  
*Chairman, etc., Boston.*

The English High School Association is an organization somewhat similar to that of the Latin School. It has been of immense advantage and benefit, having contributed liberally to the valuable library of that school, to its works of art, and to the preservation of its traditions. The committee fully recognize its beneficent influence, and desire to co-operate with it to promote the interests of the school. I have the pleasure, ladies and gentlemen, of introducing to you the President of that Association, the Rev. ROBERT C. WATERSTON.

ADDRESS OF REV. ROBERT C. WATERSTON.

*Mr. Chairman:*—What a deplorable destiny is this, to be called upon to speak when an audience has listened between three and four hours to as able eloquence as men could hear; carried away as we have been, by one wave of eloquence after another, which has swept us, as it were, from our moorings. Under such influences it is hard to tax the patience of an audience with any remarks whatsoever. I feel as if I could hear three thousand voices crying aloud, "Enough, enough!" Dr. Holmes used to say, when he saw persons leaving a lecture about midway, that, for the moment, he was somewhat disappointed, until, on reflection, he made up his mind that those men had got as much as they could carry away; then he was reconciled. Thus, after all the wisdom to which we have

listened, — from the head of the city, the Chief Magistrate of the Commonwealth, and the most gifted men of the community, — it would seem that each one present might go home richly laden with thought, and toil through the remainder of life, on the instruction which has here been received.

Sir, I confess that, knowing this occasion to be one of unusual importance, I did feel a weight of responsibility, and I sought thoroughly to consider the views which should be presented, — but I am convinced that it is the part of wisdom not to attempt, under existing circumstances, to express what I had pondered. I feel bound to put in practice to-day that self-discipline which we have been counselled to exercise, and to omit topics upon which I had proposed to speak, or, perhaps better still, to be silent.

But, sir, I am here as a representative of the past graduates of the English High School, and, as President of the High School Association, representing that large body, who, for more than half a century, have gone forth from the halls of the High School, educated under its teachers, and governed by the principles they have inculcated, I feel, sir, that I must at least offer to you, as chairman of the committee, and to the School Board, of which you are a member, to gentlemen of the City Government, and the friends of education here represented, the congratulations we feel at the completion of this grand school edifice, which by its attractiveness and accommodation cannot fail to advance the important cause in which we are interested.

When I first entered this building my mind was somewhat carried away by its vast proportions; but I have been in the presence of such noble minds, I have been so uplifted by thoughts presented, that I have forgotten the material structure, in the still greater magnitude of spiritual and intellectual power; and thus also, when thought again returns to the contemplation of this edifice, its spacious halls, its extensive

corridors, and its commodious departments, I yet feel that all this is as nothing to the mind, the intelligence that will be here educated for the after duties and responsibilities of life.

Some minds may be impressed with a conviction that the friends of education in our community are carrying matters too far; that they are in advance of the rest of the world, while in sober truth they are only doing that which is in harmony with the spirit of the age, and indissolubly connected with the progress of civilization. Some minds may imagine that our city and Commonwealth is at the very head of the great movement of popular education. This, to a degree, may be true. Still it must be admitted that the human race over the whole globe, in proportion as it is civilized, partakes of the same spirit. This in our day is the irresistible impulse of humanity, — an impulse which shows itself everywhere in proportion to mental progress. As intelligence extends fresh life is kindled, and the desire for additional knowledge increases, and with this comes the demand for greater facilities, and the standard of popular education is raised. If we go to Denmark, Norway, Sweden, we shall find that a craving for popular education stirs the universal mind, and the right to have this longing gratified is everywhere conceded. If we visit Italy, Switzerland, France, Holland, Belgium, we find the same movement. In all these countries arrangements are made upon the most liberal scale, while the structures raised, for the advancement of education, are alike attractive and noble. Scotland has long been proverbial for the intelligence of her people, directed and fostered through her schools. And England, while she is far behind other countries in her provisions for popular education, has still been second to no country in ripe scholarship, and her effort in behalf of the privileged few, for the advancement of learning. Her universities enjoy a world-wide renown, and her endowed schools, Eton, Winchester, Harrow, and Rugby, are familiarly known over the civilized world.

But a system of education *for the whole people* England has not, though no country has individual educators more earnest, or inspired with loftier aims. Thus, her School Commissioner, when he returns to his own country, having made a thorough examination, does not hesitate to give his most hearty approval, and, after his entire visit through the United States, he points to the English High School of Boston as the model school of our whole Republic. In his official report, in speaking of this school, he cordially exclaims, which the Mayor did not allude to in his remarks, "I wish we had a hundred such in England."

What is done in England, generally, is for a class, rather than for society ; for a select few, rather than for the enlightenment and elevation of the whole nation. Yet, when we think of that country, it is her splendid seats of learning to which we instinctively turn. Rather even than to her castles and abbeys, our minds enthusiastically revert to Eton, and Winchester, and Rugby. Well do I remember the glow of interest with which I visited those places, recalling the long list of scholars who had gone forth from those scholastic retreats, many of them to become the benefactors of their country. And from such associations the people of that land feel a pride in these institutions greater than they do in a thousand proofs of material wealth and worldly aggrandizement.

Nay, every intelligent mind turns with reverence and delight to men who have become eminent as educators. Not to warriors, not to politicians, do we so fondly turn as to those who have successfully become the guides and benefactors of the young. When we think of Sir Henry Wotton, it is not so much that he was the friend and correspondent of Milton ; not that he was ambassador from England to Venice, but that he was Provost of Eton. When we think of Milton, it is not only that he was the author of "Paradise Lost," but that, when his country was in trouble, he left the

fascinations of the Continent and returned to London, that he might open a school. When we think of that Christian gentleman Thomas Arnold, we do not think of him simply as the accomplished scholar and writer upon Roman History, but as "Dr. Arnold of Rugby." And thus it is that the true teacher is looked up to in England, and in every enlightened country, with unfeigned homage.

But we need not confine ourselves to Europe to become convinced that an interest in education has taken a strong hold upon the public mind. In our own country it is not only Massachusetts and New England that look with honest pride upon whatever extends useful information, expands the intellect and exalts the character; — the light, here kindled, has diffused itself over the land. Through all the States this is distinctly manifest. No better schools are to be found than exist widely through the Middle and Western States. Go to Ohio, Illinois, Wisconsin, Michigan, Minnesota, nay, on to the Pacific shore, and the interest in this subject is profound and universal. I do not hesitate to say that the noblest structures that exist in those communities are devoted to education. In Chicago, Cincinnati, St. Louis, San Francisco, are school structures second to none. The people are keenly alive upon this subject. They are resolved that the children of the whole people shall have every advantage. Fidelity to this purpose they consider the truest patriotism. I have seen, through all the Western States, such magnificent edifices that I have felt we were behind, rather than in advance. At the head waters of the Mississippi, almost as high as the falls of St. Anthony, — at the city of St. Paul, — there was a granite school-house, which, for architectural beauty and adaptability to its purposes, was equal to any that exists in the city of Boston.

I say, therefore, that we are only keeping abreast of the spirit of the times. That our hearts are only beating in harmony with that great impulse of humanity which exists

everywhere when we strive to bring our school system as near to perfection as possible. The ablest teachers shall be selected, and the buildings in which they teach shall possess every facility ; that the people, having capabilities worthy of culture, may be properly and thoroughly educated ; that they shall enjoy the fullest opportunities of the best education, and so be lifted, higher and higher, in the scale of humanity.

But it is not simply intellectual culture that is to be here recognized—it is character, it is principle. This all-important fact has been reiterated by nearly every speaker to whom we have listened this day. Most impressive and admirable remarks have enforced this fact. Those who are to come here through future years are not simply to be initiated into the marvels of science, mathematics, astronomy, or any of the external branches of education. But while the intellect is to be developed and disciplined ; while all the mental faculties are to be quickened and guided ; still, with this, there are vastly higher requisitions. The nobler elements of our nature are to be strengthened, humanity and benevolence inculcated, a sense of justice and right established, evil passions controlled, and a sacred regard for truth enforced both by word and deed. Such an education as this will prepare the mind for the highest ends of existence. It will not only make good scholars, but good citizens. It will send out into the world honest and trustworthy mechanics, merchants, statesmen, — thoroughly equipped, mentally and morally, — representing in their lives the highest type of a true manhood.

Sir, these school-houses that we build, though some of them may be costly, are the most fitting monuments to our fathers. When we recall the First Church, with its mud walls and thatched roof ; when we remember the earliest school-building, humble as it was, we may be tempted to feel that we are far in advance, and so, in some respects, we doubtless are (externally at least), yet even here we are only



beyond them in proportion to our wealth. The days of privation have given place to days of prosperity. Marked, indeed, is the change. Look at our warehouses, our palatial mansions, our magnificent structures for the promotion of Art and Religion. Turn now to the school buildings. I think it will be admitted that we are only doing, with regard to our schools, what is manifest in all other departments. If Governor Winthrop and John Cotton could come into this very building, and look around upon all that is so attractive and beautiful, with gratitude to heaven for what they beheld, they would say to each other, "We did not labor in vain. Here is the product of our trial and toil, one sheaf from the golden harvest. The acorn we dropped into the soil has become a lofty oak; the declaration of the Psalmist is verified, — 'There shall be a handful of corn in the earth upon the top of the mountain, and the fruit thereof shall shake like Lebanon!'"

In what we are doing, through our schools and school efforts, we are true to the period of time in which Providence has placed us. Every century has its own work. We shall be judged, in coming time, by what we have done, or left undone. We owe it to ourselves not only to erect fitting monuments to those who have gone, but to show that we were worthy of such an ancestry. Not only to hold fast by the good they accomplished, but to carry it forward. These school edifices, and our educational efforts, will testify of us when we have gone.

And not only are we thus true to the past and present, but we are mindful of the future. One generation goes, and another comes. These school edifices we now erect, in proportion as they are worthy, will be the joy and the pride of our children and our children's children. By these efforts, though they may cost us some self-denial and sacrifice, a generation of men will be raised up, fitted to take the places of the present generation, when we have passed away.

But, sir, I feel that I am running on beyond my intended limit, and I will, therefore, pass over thoughts that throng upon my mind, almost lifting me irresistibly from my feet, crying aloud for utterance. I will only call attention to one fact, that appears to me worthy of attention. Judge Chamberlain, the able head of the City Library, states authoritatively over his name, that during the last year one million two hundred thousand books were taken from the Public Library, and that out of that one million two hundred thousand books, at least three-quarters were taken by the pupils of our schools.. This is certainly a marvellous fact; nine hundred thousand volumes have been taken out of the Public Library during the past year by the pupils of the schools of Boston. This shows two or three things. It demonstrates that we are not pressing these children to such a degree that they have not some leisure and some interest left for more extended intellectual pursuits. We can hardly be said to overburden and crush the minds of these pupils by overtaxing them, if they can find time and zeal, when out of school, to read such a number of volumes. In the second place, we may ask whether there is not in this fact evidence of an intellectual energy which has been awakened? A curiosity excited? A desire kindled? But without dwelling upon that, I will only ask this question: Ought we not to inquire into the *quality* of this reading? Is it beneficial? Is it judicious? Is it good? Ought not the School Supervisors and the Teachers of the city of Boston to take interest enough in that question to satisfy their own minds in regard to the character and tendency of the vast number of books which are thus read? A spirit of inquiry has been awakened among the young, an unusual earnestness exists, and much may be done by those interested in education either to check a wrong course of reading, or to guide and govern, with a wise judgment, what may lead to the best possible results.

Mr. Chairman, I congratulate you ; I wish you God-speed. As Chairman of the High Schools you are supervisor of this great institution. Sir, you have a wonderful work before you. No one can estimate the results. Go on with the same unfaltering zeal which has characterized you for years. You, sir, as the Secretary of the State Board of Agriculture, have made the farmers of New England feel your influence ; but you are now in a yet higher position ; there are better seeds to sow than those scattered among the furrows of the field. There is something more important, more enduring, and you have both the wisdom and the spirit to carry it forward.

The CHAIRMAN. — A special request has been made that the day be recognized by asking the choir to sing Mr. Eichberg's beautiful hymn "To thee, O country !"

Mr. Eichberg's popular hymn was then sung by the choir in an admirable manner, and heartily applauded.

The CHAIRMAN. — *Ladies and Gentlemen*: You will find that we have reserved the best wine until the last. Those of you who came in on the Montgomery-street side will have noticed a fine piece of statuary representing a "Flight from Pompeii." It was presented to the English High School by a distinguished and honored graduate, whom I now have the honor to introduce to you, — Mr. HENRY P. KIDDER.

ADDRESS OF MR. HENRY P. KIDDER.

*Mr. Chairman*: — You have introduced me very kindly, but I wish you could have said simply : "Mr. Kidder, a business man, but never so busy as to lose his interest in what is for the welfare of the youth of the community." It is that interest which makes me feel at home here to-day, to join with you in dedicating this structure to its purposes. The citi-

zens of Boston have expected, from its first beginning, that all her men and women shall do their best for the public good. It is in furtherance of this idea that we are here to-day to dedicate and consecrate this building. It is for that our friends who have served so long have come here to give us words of encouragement. It is for that I have come here to say a few words of encouragement and congratulation.

I cannot help comparing this building with the one in which I attended school, at the corner of Hancock and Derne streets; and let me take this opportunity to pay a word of tribute to Mr. Sherwin, who proved to be from that time my friend as long as he lived.

He was always to me an inspiration and an encouragement.

I confess very frankly that while I was a scholar I felt, as so many boys are apt to do, that he was not so much my friend as afterward; but I wish I could say to every boy and to every girl throughout this broad earth, that there is no friend they have, beyond their own parents and family, who cares more, who desires more, who works more, for their good than their teachers. There is not a boy or girl whose footsteps are not watched by dear friends, hoping, praying, that they may be led into paths of purity; and if all the boys and the girls would realize as they go forth every day that they are working here for God, and that *he* has placed around them their friends to help and assist them, and that by day and by night their prayers go up to *him* for strength to help and encourage them, I am sure we should have better boys and better girls, and better men and women. There is no graduating class of our higher schools or colleges whose members are not known and sought for, if they give promise of real ability, so that the best material is pretty sure of employment. To be honest, industrious, intelligent, and with power for development, will be pretty sure to open

the way to positions of responsibility and respect. Preparation must be made at school, and it is rare the opportunity returns if then wasted. The mind must be trained and cultivated to do the best service ; hence our schools and colleges. The men of business are looking always for new and larger fields for the development of their business ; but let me tell you that no shrewd man, as he sends out the picket-guard to find those new fields, fails to send with them those who shall select the proper places for the erection of the school-house and the church. The rule is, that the school-house and the church shall be built wherever there is a new settlement.

Wherever there is an exception, there never grows a large and flourishing city. Thinking people avoid such a place ; they keep away from it. Wherever in the landscape there is no church-spire pointing upwards, wherever in any community you see a school-house only infrequently, that is a place to be avoided.

This day, friends, we celebrate in thankfulness.

It seems proper and appropriate that such a day should have been chosen for the dedication of this school-house. We dedicate it with hope and with promise. I think that every one who has come here has pledged himself and herself that it shall be, not for the present alone, but that we dedicate ourselves anew to the public weal ; and all the boys and girls here, who are soon to take up the mantle their elders are shortly to throw down, are enjoined, not only by us, but every memory of the past calls them to honest effort in preparation for the duty before them.

Let us all see to it, my friends, that they who come after us, as they point back to us and our work, shall be able to say : " They were faithful. God give us the strength and resolution to do our share loyally and unselfishly."

The CHAIRMAN. — I cannot close these exercises without introducing our new and accomplished Superintendent of Schools, Prof. EDWIN P. SEAVER.

## ADDRESS OF PROF. EDWIN P. SEAVER.

*Mr. Chairman:*—I had supposed that the boys had all gone home to dinner; but I find many of them are still here. I am very glad that you have shown your interest in this occasion by remaining so long. I will give you a piece of good news: I do not propose to make you a speech at this late hour. For although in the quiet hours of last night, after our chairman told me that I should perhaps be called upon,—I suppose because I happen to hold an official position,—I ran over my knowledge of the history of these schools, and turned my thoughts over and over to bring them into some rational order. I think that I had better omit all that I might like to have said and not inflict anything like a formal speech upon you on this occasion. I will, therefore, simply express my hope that the words of wisdom you have heard to-day may work deep into your hearts; that the eloquence you have listened to may be remembered as long as you live; that the inspiration you have received may be ever present with you; and that, when you look back in memory to this day of days in your school life, you may say, one and all, "It was good for us that we were here."

The CHAIRMAN. — *Ladies and Gentlemen:* I had been depending upon our friend, the Rev. Edward Everett Hale, to say a word as the champion of military drill; but he was obliged to be in New York to-day, and so was President Eliot, of Harvard College. We are fortunate, however, in having with us the distinguished Chairman of the Committee on Education of the Legislature, and I am sure he can add a word upon that subject which will touch a very tender chord in the hearts of our boys. I have the honor to introduce to you Col. T. W. HIGGINSON.

## ADDRESS OF COL. THOMAS WENTWORTH HIGGINSON.

*Mr. Chairman:* — I was so fortunate once in my life as to make a short speech. I never did it but once; but the consequence of that is, that I always find myself kept to the end of every entertainment in hopes that I shall make another. I will try it once more.

There is no man in whose place I should less want to stand, and more especially here, than the Rev. Edward Everett Hale, for he has this peculiarity about him, that he always was and always will be a Boston boy of the Boston boys. He is still young, and if he lives to be ninety, — which Heaven grant! — he will be younger then than he is to-day, which is saying a great deal. \*

In regard to the point which he was to speak of, I cannot so properly speak of that here as he could, because I do not belong to that privileged class. There are two classes in the world, you know: those that were born in Boston and are patrician, and do not need to be born again, and those that were born somewhere else. I was not born in Boston, and I wish here humbly to apologize for that early mistake. I was not born in Boston, I never shall have been born in Boston, until they annex Cambridge to Boston, and then I shall only have been born there retrospectively. Therefore, my only claim to be here, and the only ground on which anybody can listen to me to-day is, that it did happen to me, not long ago, beneath a certain gilded dome in Boston, to stand by certain Boston boys when they wanted a friend. That is all there is about it. I will tell them and you, that, after all, I do not know that anybody else could have saved them on that occasion if it had not been for the promptness and efficiency with which they stood by themselves. When that petition, signed by three hundred and fifty boys of the English High School, was brought into the lobby of the State House by a young gentleman with

one of the very straightest backbones that even military drill ever gave, and when a corresponding petition came up from the Latin School, borne by a young gentleman similarly adorned, why, it carried the day. There was no resisting it. Everything yielded before it. Let me tell you, young men, that nobody in legislative halls, or beneath the gilded dome, not even the Governor himself, can resist the voters of the future. They are a very important constituency for anybody who expects to be the President of the United States, — and up there we all do, every one of us, — although there is nobody, except His Excellency the Governor, who, if the whole truth were told, has much chance of it. Therefore, I say, I think well of the drill of the Boston High School battalion, and of the effect of military discipline, from the circumstance that they made their advance upon the State-House in such military style, and captured it so completely. The thing was essentially done from the moment they came there. The stoutest opponents of the bill concluded that there was nothing in military drill that was so objectionable, after all, and decided that all they were afraid of was that there might be some extra teachers employed to teach dancing at the public expense.

Thus twice in history has the prowess of Boston boys been vindicated. A hundred years ago they went to General Gage and asked for leave to coast upon the Common. This year they went to the ruling powers and asked that this drill-hall might not be converted into a hall without any drill; and history will one day record that they succeeded in both their undertakings.

The CHAIRMAN. — Many of the graduates of the English High are also graduates of the Latin School. They may have a divided affection, but each school can fairly claim them as its children, and will always cherish a just pride in their honorable achievements as if they were the out-



growth of its own inspiration. We have with us a conspicuous example in Mr. Thomas Gaffield, who can define his position.

## ADDRESS OF THOMAS GAFFIELD.

*Mr. Chairman:*— It is my good fortune to call myself an old pupil of both of the schools whose second happy union under the same roof we celebrate to-day ; and I cherish pleasant memories of Masters Dillaway, Streeter, and Gardner of the Latin School, and of Masters Miles and Sherwin of the English High.

When you asked me to say a word on this occasion, which brings home to me so vividly the recollections of my school-boy days, I resolved that my word should be of that ideal teacher, Master Sherwin, under whose instructions I sat more than forty years ago, in the humble school-house in Pinckney street.

Master Miles, the honored and beloved successor of Mr. Emerson, the first head-master of the school, so well remembered by our oldest graduates, had been for years its principal when I entered, in 1837 ; but was soon afterwards obliged to resign on account of ill health, when Mr. Sherwin was chosen to the post, which he occupied until his death, in 1869.

During his long service of forty-two years, as sub-master and principal, some 4,000 pupils entered the school, and came under the influence of his useful teachings and his noble spirit and life.

As one thus favored, I would add an humble leaf to the chaplet which other pupils and friends have woven to his sacred memory. Mr. Sherwin was not only a learned teacher, but an earnest patriot and a devoted Christian. The loving father of three noble sons, —whom we are glad to welcome

among us to-day, — he devoted them all to the service of their country, and that service they well performed.

Like a father, he loved his pupils, delighting to call them "his boys" in their youth and their manhood. And his boys felt a respect for him, which soon ripened into reverence and love. If there was any soul or character in a boy, he was sure to bring it out.

He strove earnestly not only to fill the minds of his pupils with the love of knowledge, but to warm their hearts with the love of truth and duty. Believing in the dignity of human nature, while he did what he could to make them useful and brilliant scholars, he did more to make them noble Christian men.

And to-day, in almost every land, and in all the walks of life, the boys of this good old school, who were inspired by Mr. Sherwin's teachings and example, have become centres of influence and shining marks in the community, occupying posts of distinction in public and private life, and reflecting honor, not only on themselves and their Alma Mater, but upon our city, our Commonwealth, and our country.

Our school has always been blessed with excellent teachers, and what I have said of Mr. Sherwin, older graduates might say of the good Master Emerson, still among us, and of his successor, the beloved and departed Master Miles; and the younger graduates might speak the word of affectionate remembrance of Masters Cumston and Seaver, and those long-tried and faithful assistant masters, Mr. Anderson, Mr. Babson, and the rest.

With this new and beautiful building, I doubt not that your new and excellent head-master, and all who are associated with him, will make a record which shall shine with brightness beside those which have gone before.

The spirit which has made our school what it has been and what it is has always been the spirit of its noble head-masters and teachers. Their painted features adorn our walls.

But, better than this, if it be permitted departed spirits to revisit the earth, we may be sure that the good and pure spirits of the sainted and beloved Masters Miles and Sherwin rejoice with us in our new home to-day, and, like guardian angels, will ever inspire our teachers and pupils to work faithfully at their posts to make the *new* English High School as great a blessing to generations to come as the good old school has been to generations past.

The CHAIRMAN. — The programme includes several other speakers ; but, on account of the lateness of the hour, we must give them leave to report in print, and I will suggest that the audience rise while the choir sing the One Hundredth Psalm, and the exercises will close.

At the conclusion of the psalm, the benediction was pronounced by the Rev. GEORGE A. THAYER : —

As God was with our fathers may he be with us and our children ! May he bless our work and crown our days !  
Amen.

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The Exercises of the Dedication were conducted in accordance with the following

#### PROGRAMME.

1. MUSIC. — The Heavens are Telling. *Beethoven*.  
Sung by a select chorus of pupils from the Girls' High, the Girls' Latin, and the English High and the Boys' Latin Schools.
2. INVOCATION by Rev. WILLIAM BURNET WRIGHT.
3. Delivery of Keys by the City Government to the President of the School Board.  
Transfer of the charge of the Building to the Committee on High Schools.
4. MUSIC. — Selections by the Beethoven Quintet Club. Theme and Variations from Quartette op. 76, No. 3. *Haydn*.

5. Delivery of the Keys to the Head-Masters of the Latin and English High Schools.

6. MUSIC. — Chorus. Hymn to Liberty. *Methfessel.*

ADDRESSES.

MUSIC. — Female Chorus from William Tell. *Rossini.*

ADDRESSES.

MUSIC. — Selections by the Beethoven Club. Mid-Summer Night's Dream. *Mendelssohn.*

ADDRESSES.

MUSIC. — Chorus. The Chapel. *C. Kreutzer.*

ADDRESSES.

MUSIC. — The One Hundredth Psalm.

BENEDICTION.

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*Director of Music.* — JULIUS EICHBERG.

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*Beethoven Quintet Club.* — CHARLES N. ALLEN, GUSTAV DANNREUTHER, Violins; HENRY HEINDL, Viola; WULF FRIES, Violoncello; A. STEIN, Contra Basso.

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Gen. THOMAS SHERWIN in charge of the Hall, assisted by the Officers of the Latin and English High School Battalions.

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#### NOTE.

The following historical note, in reference to the origin of the Public Latin School, has been kindly furnished by Rev. R. C. Waterston, D.D.

The first Record known to exist dates back to 1635. It is a simple statement that on the "13<sup>th</sup> of y<sup>e</sup> 2<sup>nd</sup> month it was gen<sup>lly</sup> agreed vpon y<sup>e</sup> o<sup>r</sup> brother Philemon Pormont shall be entreated to become schoolmaster for y<sup>e</sup> teaching and nourtering of children w<sup>th</sup> vs." This was the earliest step of which we have any information. By it the Latin School was established, situated in School street, thus giving its name to the street, on the south-easterly portion of ground now covered by King's Chapel, or Stone Chapel as it is often called.

It is natural for us to ask if there is reason to believe that this establishing of a free school was considered, by those living at that day, as any thing remarkable. Did the leading men make note of it? The Journal of Gov. Winthrop covers that period, but it contains not the slightest allusion to it. He often speaks of minute circum-

stances of little weight in themselves save as they affected directly or indirectly the welfare of the colony. Yet not at any time previous to this year, or during this year, or through several years following, does he make any reference to the planting of the first school, or dwell particularly upon a free-school education.

In the early days of the colony children were doubtless instructed at their homes. Indeed, no arrangement for the public instruction of children under the age of seven was made until 1818, and no arrangement for the education of girls in the public schools until 1789, and then only by an incidental circumstance. More than one hundred and fifty years elapsed from the opening of the first public school before one girl was admitted; and not until 1828 — one hundred and ninety-three years after the establishment of the first school — were girls admitted with full equality to the entire privileges of a thorough public-school education.

But in regard to the schools called free, — at the beginning they were partly supported by voluntary contribution. Upon the last leaf of the oldest volume of our town records there is this memorandum: "towards the maintenance of the free schoolmaster." Under date of "Aug., 1636," follows the subscription of —

"Governour M<sup>r</sup>. Henry Vane Esq. 10 pounds.

M<sup>r</sup>. Richard Bellingham, 10 pounds.

Deputy Governour M<sup>r</sup>. John Winthrop, 10 pounds."

In 1645 there is a note in Gov. Winthrop's Journal in which he speaks of free schools, and of "a yearly contribution."

In 1679 the following recommendation was passed: "that those who send their children to school and are able to pay something shall contribute for the encouragement of the master." So also it is stated that "Indian children shall be taught gratis," which implies that all other children are not so taught.

In 1647 there was a revisal of the code of laws, and then the grand recognition was distinctly made, "that, to the end that learning might not be buried in the grave of the fathers, therefore the General Court provides by law that every township in the jurisdiction, after the Lord hath increased them to the number of fifty householders, shall maintain a school, and that every town with a hundred families shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for the University."

Such was the crowning act under Winthrop's last administration, to which, through her system of public schools, Massachusetts and New England have become conspicuous for intelligence, integrity, and thrift.

But now let us go back again to that earliest school record, 1635 (five years after the day when the "Arbella" landed Winthrop at the

mouth of Charles River, which led to the settlement of Shawmut, afterwards to be called Boston). On the fourth day of September, 1633, in the ship "Griffin," of three hundred tons, came, among others, John Cotton, who for many years had been a powerful and influential preacher in connection with St. Botolph's in Boston, Lincolnshire. He was in every respect a man of mark, and destined to exert a powerful influence upon these shores.

It was acknowledged that his coming formed a new era in the history of the colony. In the language of Dr. Increase Mather, "Both Bostons have reason to honor his memory, and New England most of all, which oweth its name and being to him more than to any other person in the world."

This, then, is a fact worthy of observation: two years after the arrival of John Cotton (or, strictly speaking, one year and five months) we find the establishment of a free school, and this school we know to be the Latin School, whose history continues to this day, and whose prosperity and efficiency were never greater than at the present time. One peculiar fact in the establishment of this first free school was, that usual methods are reversed; our fathers did not commence with a school for elementary instruction; they provided at the very beginning for the higher branches of study.

Now I think it is interesting to ask if there are any reasons why it would be natural to connect the establishment of this school with John Cotton? One strong reason for so doing would be, that he was not only distinguished, before he came to these shores, for ability and learning, but from the moment he landed here he was universally welcomed, and became the acknowledged centre of vast influence both in ecclesiastical and civil affairs. Thus it was that the famous Thursday Lecture, which through all our early colonial history held so conspicuous a place, and also the accompanying Market-day, sanctioned by order of the Court, had their origin in him; and they both alike had their antecedents in his personal experience at Boston in Lincolnshire. Was there, then, anything corresponding with the idea of such a school as this earliest school, at Boston, in Lincolnshire, where for so many years Cotton had labored?

As early as 1554, Queen Mary, in the first year of her reign, made a grant to the corporation of Boston "*for the purpose of establishing and maintaining a FREE GRAMMAR SCHOOL in the town.*"

Thus we know, as a matter of history, that there *was* a Free Grammar School in Boston, Lincolnshire.

But is there any reason to suppose that Latin was taught in such a school? It may be said in answer, This is the last thing which one might expect would be taught in a school so established. Yet in the Corporation Records (some of which I personally examined on a visit

to that ancient place) there is this curious entry, which proves to us that Latin *was taught*.

In 1578 it was agreed that a "Dictionarye shall be bought for y<sup>e</sup> Scollers of y<sup>e</sup> Free Scoole & the same boke to be tyed in a cheyne, & set upon a deske in y<sup>e</sup> scoole, whereunto any scoller may have accesse as occasion shall serve;" and in 1601 the corporation purchased two dictionaries — one Greek, the other Latin — for the school, "the school-master to keep the same *for the use of the scholars*."

Thus we find that in Boston, Lincolnshire, there was a Free Grammar School, in which Latin and Greek were taught. And it is natural to presume that a lover of learning like Cotton, who had been appointed to the Vicarage of that town in 1612, and had been active there in all good ways and works for more than twenty years, should have been, not only acquainted, but very familiar, with such a school. Still, if there were no evidence of such knowledge on Cotton's part, it would be mere conjecture with us. Is there, then, any positive evidence that John Cotton did know of this school? Singularly enough I find this record: —

"In 1613, a committee consisting of D<sup>r</sup>. Baron, REV. JOHN COTTON, and two others, was appointed to examine M<sup>r</sup>. Emnith & report whether he be fit to exercise the office of USHER in this school."

Thus we have direct proof that the Rev. John Cotton was so identified in thought with that school that he was nominated to examine an *usher*, and decide upon his fitness for the place!

Leaving, then, England, as he did, in 1633, and exchanging the Old for the New World, how natural that this scholar (who had graduated from Trinity College, Cambridge, and had afterwards been elected to a fellowship in Emmanuel College), taking up his abode here in this then almost wilderness settlement, should have recalled all that was precious in his memory, as suggestive of what might — in some larger and better way — become transplanted here.

Thus the old Lecture, dear for so many years, when the Thursday came round, would recur to his mind. Why should he, then, not have a similar lecture here? The Market day, when the people gathered from the country around, buying and selling commodities, — why not have that also? As soon as suggested, the Court approved; and this also became as important a fact on this side of the Atlantic as it had been on the other. In the same way, when he saw the children growing up, he thought of the school, the free school, to which all could go; and with his own love for classical literature, and his partiality for the privileges of a collegiate education, the memory of a free grammar school, where Latin and Greek were taught, may have risen in his mind. And he may have said, Here also, where the trees of the forest are not yet felled, and the wild Indian is at our doors, here let such a

school be established, to become as good, and as much better as we can make it. And let that one be the forerunner of a thousand more that shall follow, — free for all, and where not only the simple rudiments of learning may be secured, but some reasonable introductory knowledge, at least, of the ancient languages.

There is another coincidence between John Cotton's new and old home. The records of the English Boston of 1642 show that the master of the grammar school had "a house rent free"; and in the American Boston we find that, in 1645, it was ordered that fifty pounds be allowed to the master, and "a house for him to live in."

As an indication of how small a place Boston was at that period, it is only necessary to remember that, although the inhabitants were characterized by their religious zeal, one small meeting-house answered for the whole community, and continued to do so until 1648. The simplicity of their first place of worship is suggested by the fact that it had "mud walls and a thatched roof." This primitive building, situated on what is now the south side of State street, was replaced by a more commodious wooden structure in 1640, in Washington street, nearly opposite State street, which edifice lasted seventy years, when it was destroyed by fire. During 1631 only ninety persons came over from England, and in 1632 not above two hundred and fifty new settlers arrived. Thus the one free school, dating from 1635, answered the need of the people, not only at that time, but for forty years after. In a community so limited, every suggestion, from a man of the acquirements and influence of John Cotton, must have had great weight. We can therefore hardly imagine that such a school as this could have been established without his active coöperation, and we think we have given some very conclusive evidence that this school may have owed its origin to him more, perhaps, than to any one else.

Mr. Cotton's first child, a son, born at sea, on board the "Griffin," had received on that account the name of "Seaborn." A father's thoughts would even more impulsively turn to the education of the young. Cotton died Dec. 23, 1652, from illness caused by exposure in crossing the ferry over Charles river, being on his way to preach to the students at Cambridge. After his death it was found that, on certain contingencies, he had arranged, by his will, that one-half of his whole estate should revert to Harvard College, and the other half be devoted to the support of the free school in Boston.

Thus we have most satisfactory evidence of the deep and abiding interest cherished by John Cotton in whatever pertained to the work of instruction; and sufficient reasons (have we not?) for associating his name, in an especial manner, with the establishment of the first free school, and with that educational system which has become our joy and our pride.





## EXPLANATION.

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### BASEMENT.

S. R.	Storage Room for Supply Department.
B. R.	Boiler Room.
C. R.	Clock Room.
E. R.	Engineer's Room.
J. J.	Janitor.
P. R.	Play Room.
X. X.	Water Closets, etc.

### FIRST FLOOR.

S. R.	School Room.
L. L.	Library.
P. P. R.	Principal's Private Room.
A. A.	Armories.
C. L.	Chemical Lecture Hall. Laboratory over
C. R.	Conference Rooms for Teachers.
J. J.	Janitor's Office.
X. X.	Boys' W. C's.
A. O.	Auditing Clerk's Office.
S. O.	Superintendent's Office.
V. V.	Vaults.
P. O.	Private Office.

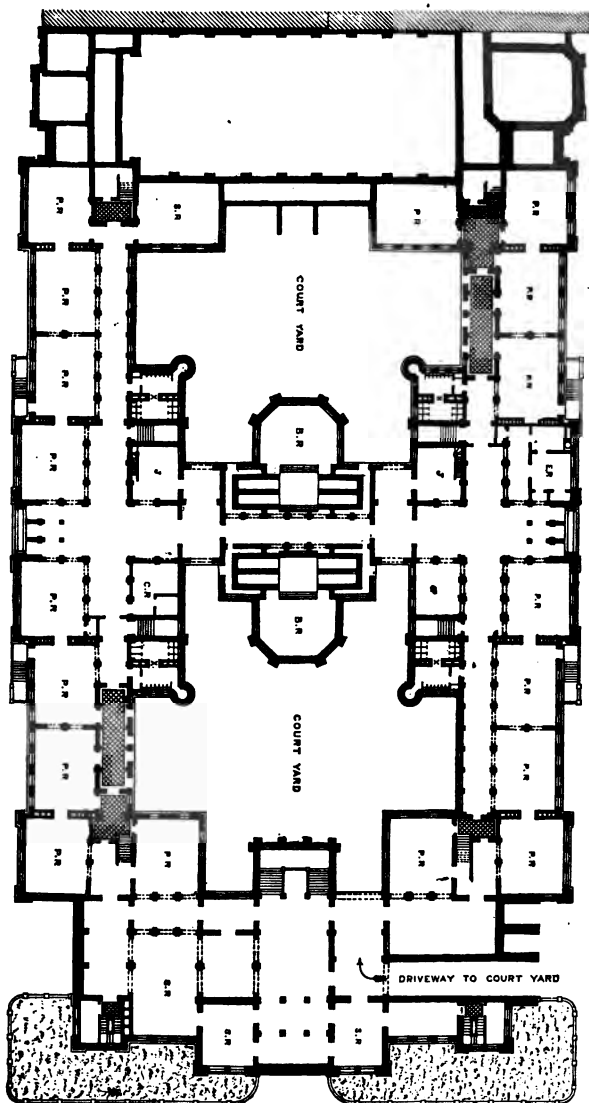
### SECOND FLOOR.

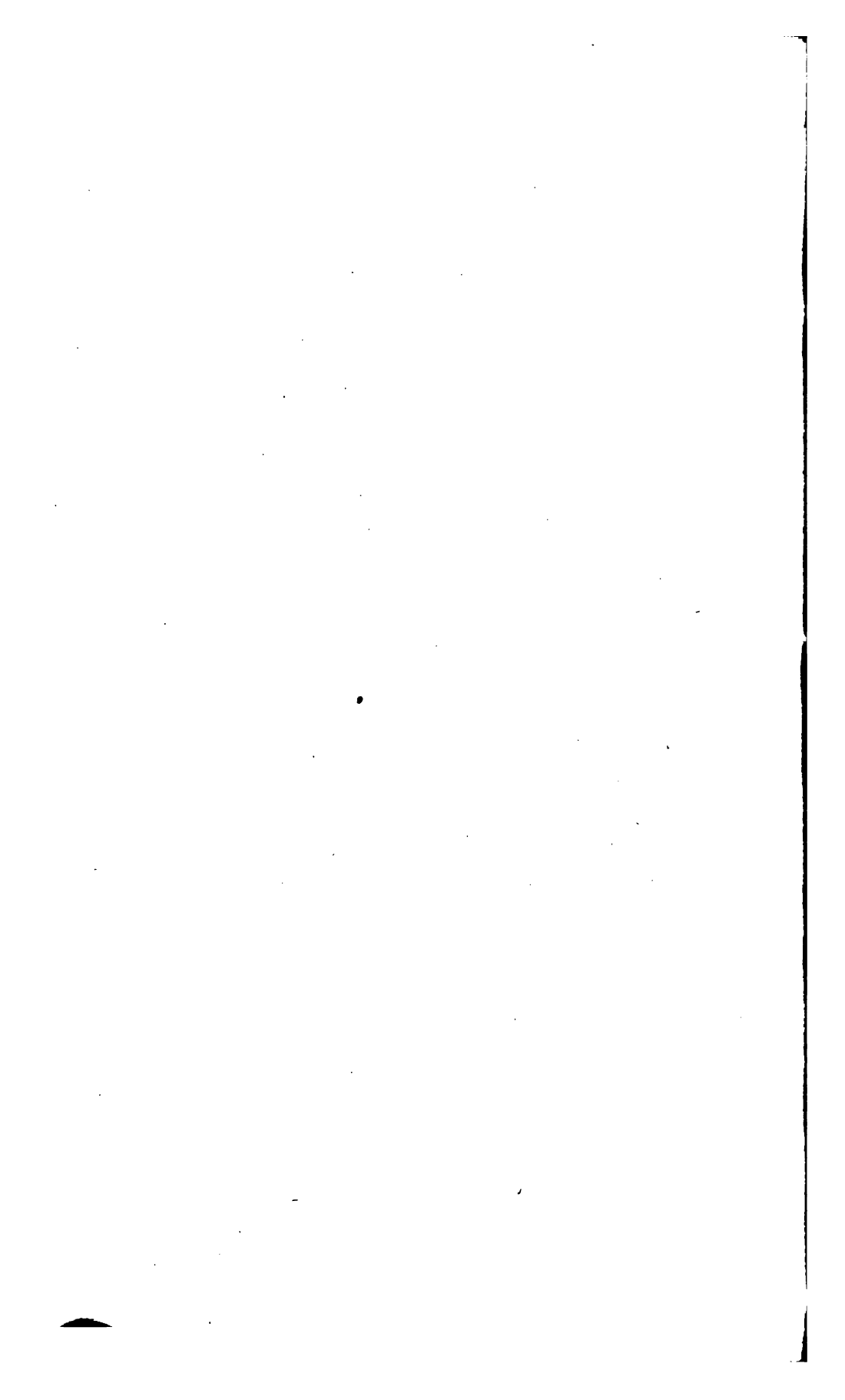
P. L. R.	Physical Lecture Room.
L. R.	Lecture Room.
C. C.	Cabinets.
C. L.	Chemical Laboratory.
S. R.	School Rooms.
J. J.	Janitor's Living Rooms.
X. X.	Boy's W. C's.
C. R.	Committee Room.
P. O.	Private Office.
O. O.	Office.

### THIRD FLOOR.

E. H.	Exhibition Hall.
S. R.	School Room.
D. R.	Drawing Room.
L. R.	Lecture and Model Drawing Room.
S. B.	School Board Hall.
C. R.	Committee Room.
L.	Lobby.

BASIMENT PLAN





MONTGOMERY

STREET

DARTMOUTH STREET

PASSAGE FROM  
CLAREMONT STREET

DRILL HALL  
125 x 60'

COURT YARD

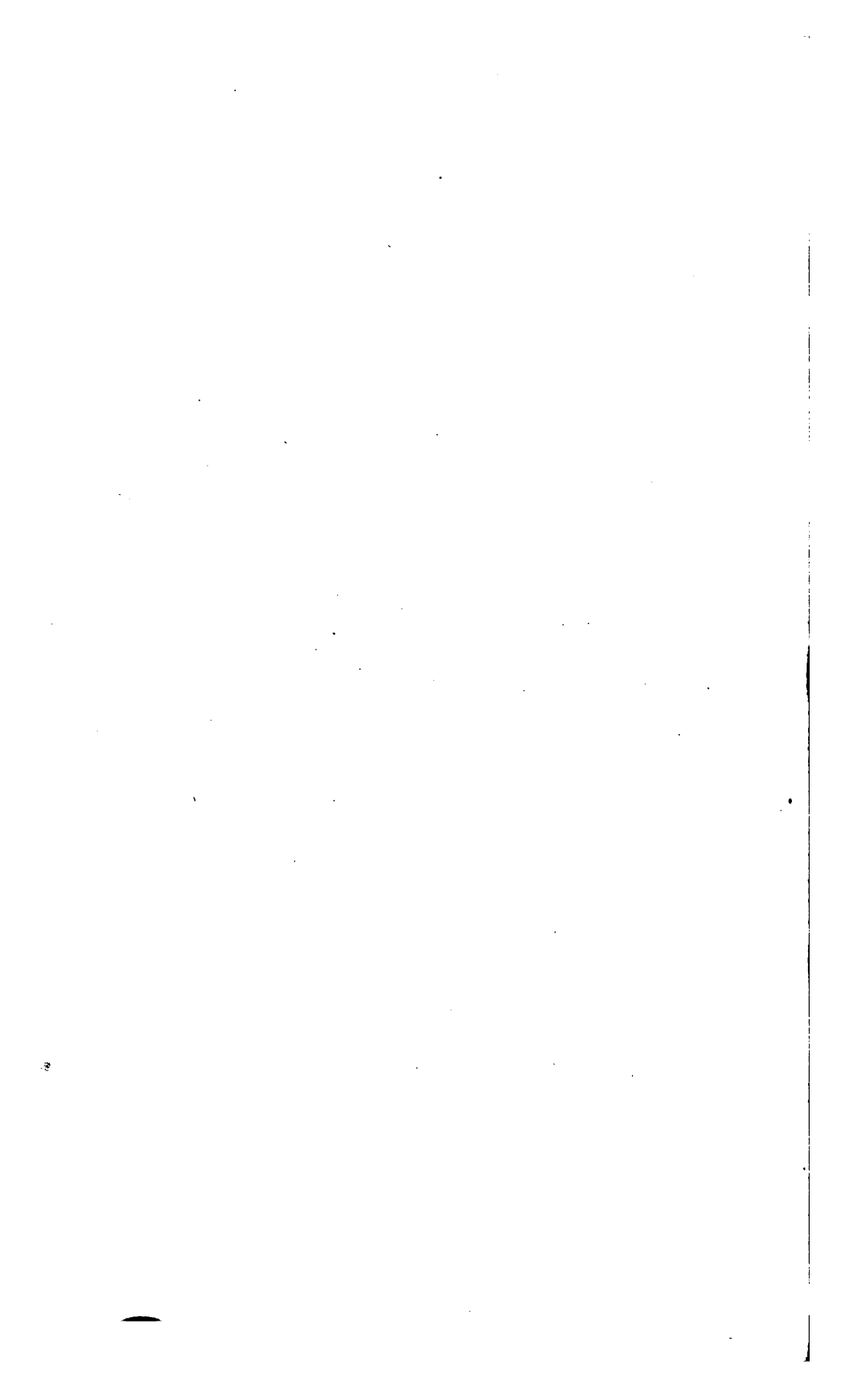
COURT YARD

FIRST FLOOR PLAN

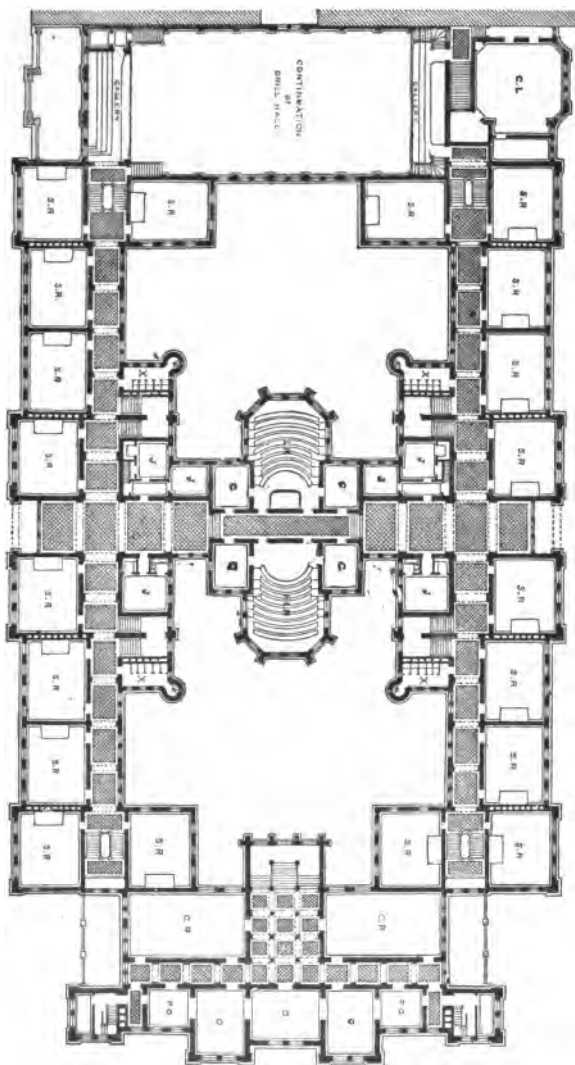
W A R N E R

A V E N U E



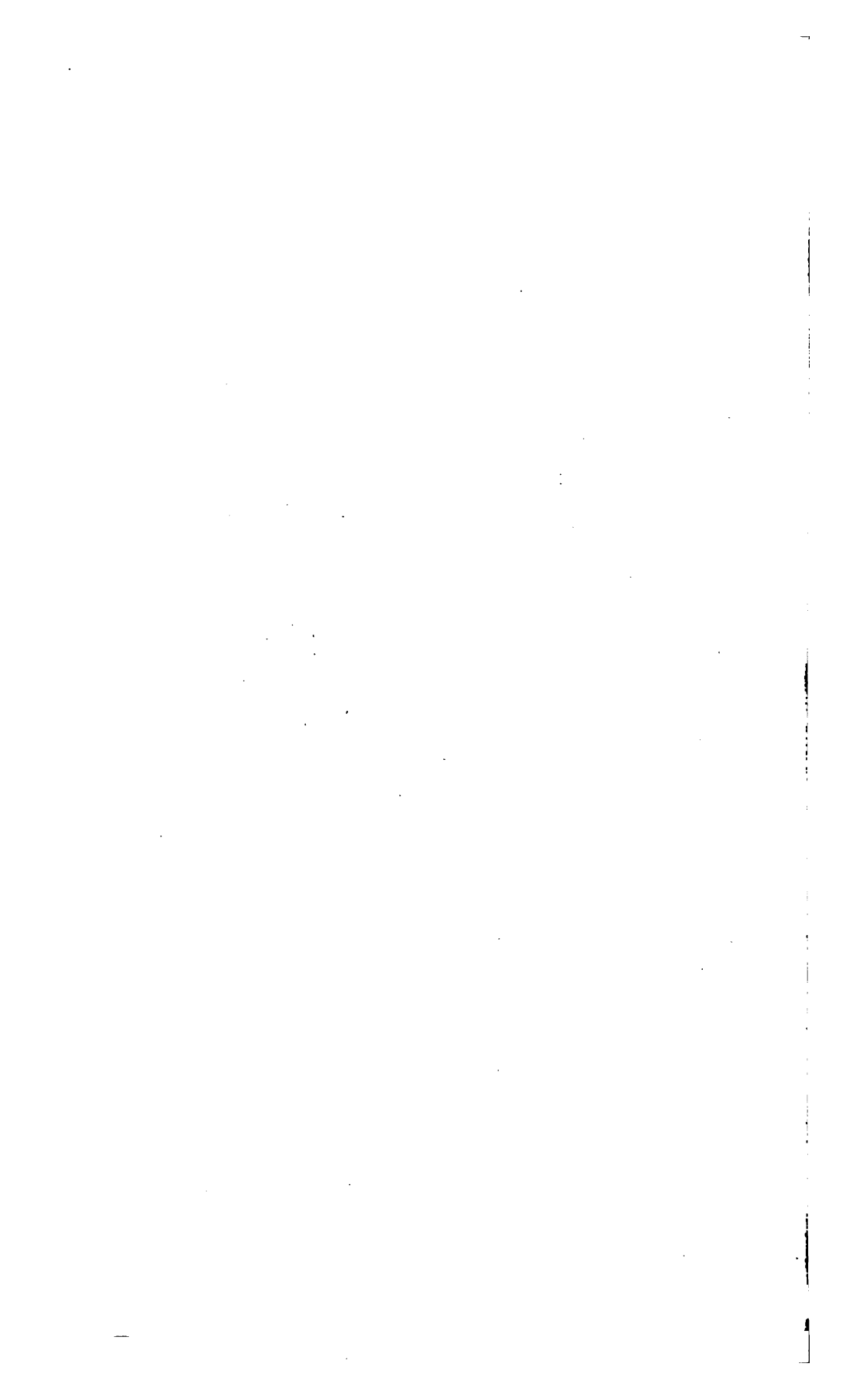


**SECRET**



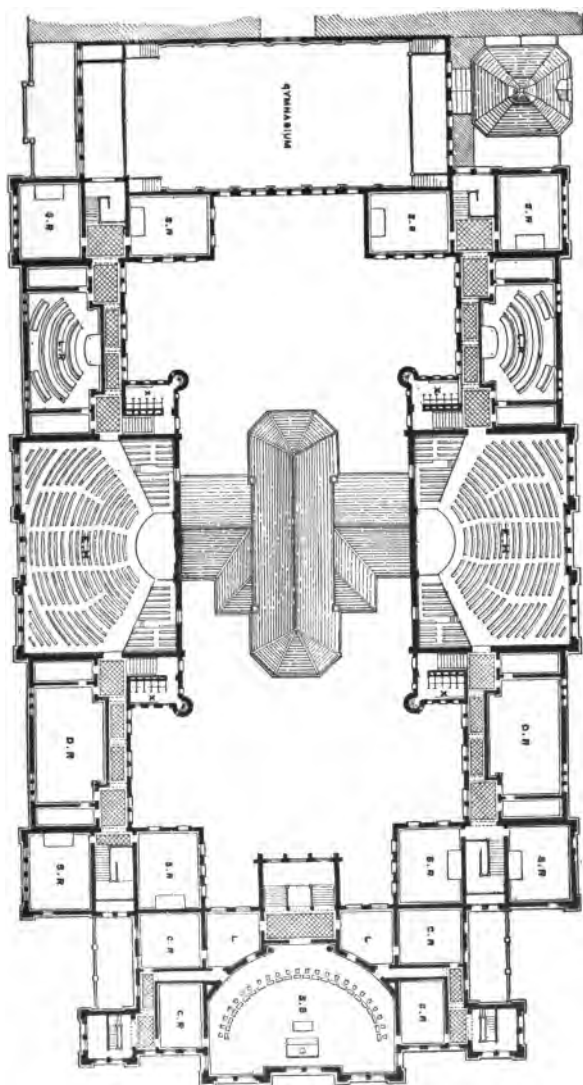
### SECOND FLOOR PLAN

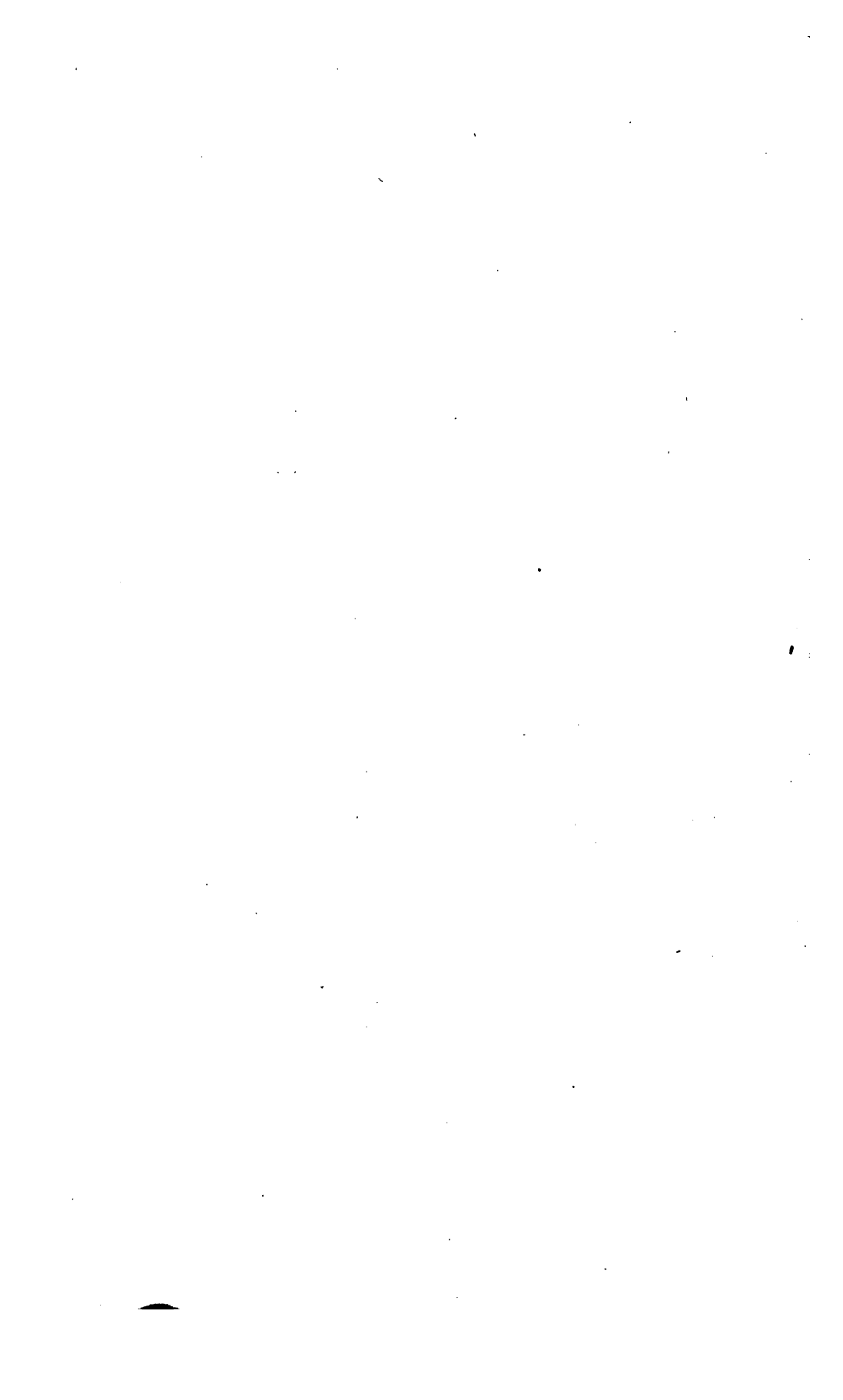
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THIRD FLOOR PLAN





# HISTORY AND DESCRIPTION

OF THE

## BUILDING.

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The Latin and English High Schools first occupied the building on Bedford street in 1844. At the time of its construction it was not only ample to accommodate both schools, but a matter of wonder that the city should have thought it necessary to build so large, so magnificent, and so costly, a structure for the purposes of a public school. Many went so far as to say that "it would never be filled in the world!" Scarcely ten years had passed when it was found necessary to add another story. Even with that addition it soon became quite inadequate to the wants of these great schools. Moreover, fine as it appeared to be thirty years ago, it was not well suited to the uses of the schools. The staircases were lofty, winding, narrow, dark, and dangerous. The location on a great business thoroughfare with a constantly increasing traffic with heavy teams made it so noisy, especially at seasons when it was necessary to have the windows open, that it was a constant annoyance both to teachers and pupils. The ventilation was far from perfect, while the yard was so small and contracted that the boys were of necessity allowed to enter the public streets at recess, and even to go as far as the Common for a place of amusement.

It became necessary, some years ago, to colonize several

classes from both schools, some in the old Bowditch School-house on South street, a quarter of a mile away, and some in the old Primary School building on Harrison avenue. This arrangement was excessively inconvenient both for pupils and teachers, and, of course, quite detrimental to the discipline and the efficiency of the schools ; but it seemed to be the best that could be done.

Repeated efforts were made year after year to induce the City Government to provide suitable accommodations. The committees of both schools were persistent in their appeals. But great bodies move slowly. Nor is it surprising when it is considered that it was at a time when annexation was rapidly taking place, and when the general policy of the city was undergoing frequent changes.

At length a location was substantially agreed upon, one of the most central points in the city, easily accessible from all directions, within a few rods of the actual centre of population, sufficiently removed from great and noisy thoroughfares to secure the requisite quiet, and a neighborhood free from objectionable features. When the friends of the school had reached this point with some degree of unanimity, the City Government soon took steps to purchase the land. This purchase was concluded on the morning of the 9th of November, 1872, a day memorable in the annals of Boston as the date of the great conflagration. A few hours' delay in signing the order, which had been passed by the City Council on the 7th, and the land would never have been bought for this purpose.

Among the gentlemen who were especially active in bringing about the result, by constantly presenting the wants of the schools and urging the adoption of plans which should be in the highest degree creditable to the city and best adapted to the objects in view, none were more conspicuous than John D. Philbrick, LL.D., who, from the inception of the project, was Superintendent of Public Schools. The committee having applied to him for information in regard to

the progressive steps which were taken to forward the enterprise, he has kindly furnished it in the form of the following letter, addressed to Dr. Henry Barnard, editor of the *American Journal of Education*:—

© - *George Quincy*  
DR. PHILBRICK'S LETTER.

*A Letter addressed to Dr. Henry Barnard.*

SIR:— You are pleased to honor me with a request for a letter about the new edifice in Boston, for the Public Latin and English High Schools, to be published in your “*International Journal of Education*.”

Remarkable coincidence! Just a third of a century ago, at your request, I furnished for your great pioneer book on school-house building — with the title of “*School Architecture ; or Contributions to the Improvement of School-houses in the United States*” — a description of the Quincy School-house in Tyler street, Boston, which had been built for the grammar school then under my charge as master, — the first building of the type which, in its essential features, has since been adopted for graded public schools throughout the country. No one can tell, I believe, to whom the credit of the plan of the Quincy School-house was directly due. Not to me certainly ; but that school-house was the first in the construction and furnishing of which I had any voice. You come again now to ask me — after the close of my long career, demanding continual efforts for improving school accommodations — to furnish you with an account of the last school building with which I was officially concerned, and the one upon which I bestowed the most thought and labor during my superintendency ; the building which is, without question, by far the best specimen of school architecture in the country, — the first conspicuous example of a *new type*, which is, I think, destined to be adopted no less generally than has been the case with the Quincy School type, the three essential characteristics of which it has, namely, an adequate school-room for each teacher, an assembly hall large enough to seat all the pupils of the school, and a separate desk and chair for each pupil.

It affords me special satisfaction to comply with your request for a sketch, historical and descriptive, of this remarkable building, because you are most competent, not only to judge of its merits, but also to appreciate the difficulties which have been surmounted in the achievement of the work. There is also a manifest fitness in thus addressing to you my account of this educational edifice as a sort of a recognition, on my part, of your invaluable services in this department of school economy. You are familiar with the growth and development of American school architecture, from its rudimentary stage, in which you found it on entering upon your life-work as an educator almost simultaneously with Horace Mann, up to its present degree of comparative excellence. Of this great improvement you, more than any other man, have the right to say *magna pars fui*. I remember that a distinguished German educator, on receiving the first edition of your remarkable work on the subject, more than thirty years ago, said, "Dr. Barnard has added a new name [school architecture] to the vocabulary, and a new department to the literature, of education." And now a Swiss educationist of the first rank, in a general history of education, says, "Barnard was for Connecticut and Rhode Island what Mann was for Massachusetts. Never has a man labored so much for schools. His *School Architecture* is a classic book, which has transformed the buildings and furniture for schools."

For a very important part of the materials for this letter I am indebted to several of the contractors, and to a number of city officials; but especially to the accomplished and indefatigable City Architect, Mr. George A. Clough, to whose good taste, practical skill, and rigorous fidelity, the superior excellency of the building is very largely due.

This edifice, which has come to be designated as the "New High School-house," is, in fact, composed of two complete and essentially independent school-houses, nearly identical in size, plan, and design, and fronting on two parallel streets 220 feet apart; no apartments being intended for the common use of the two schools except the hall for military drill and the gymnasium, which, together, constitute one of the connecting structures. The whole scheme has not yet been consummated; the connecting structure shown on the plan of the "first floor" as

fronting on Dartmouth street, and intended as the administration building for the School Board and its officers, exists as yet only on paper, a portion of the site being still occupied by five substantial brick houses.

#### THE SITE AND ITS PURCHASE.

The plan of associating two great schools in immediate proximity on one lot is, I believe, nowhere recommended or sanctioned in your comprehensive publications on school architecture. These schools were so placed, not from choice, but as the result of necessity. Separate and independent sites would have been preferred by the most intelligent members of the School Board; but, under the circumstances, it was impracticable to obtain good separate sites. It is doubtful if the associated arrangement has resulted in any saving of expense in building. One advantage, however, is derived from it, namely, convenience in the use of the drill-hall. As the gymnasium is twice as large as would be necessary for one of the schools, its cost was probably little less than two sufficient separate ones would have been. And, indeed, it was originally intended to be finished in two separate apartments, each school having its own. This may still be done.

Both institutions to be accommodated being central schools of the same grade, presumably of about the same size, and for pupils of the same sex, a site having the requisites for the one would be equally suitable for the other. This site comes near being all that could be reasonably desired for such schools, — being of good size; near the centre of population; convenient of access; not on a great thoroughfare, and yet near several; bounded by streets having, and likely to have, little traffic; open to light and air; peculiarly fortunate in its exposure to sunshine; and with surroundings and a neighborhood absolutely free from everything objectionable.

The acquisition of this site by the city deserves mention; a full account of it would constitute a curious, and not the least instructive, chapter in our municipal history. It took upwards of two years for the two sub-committees representing the Latin and English High Schools, and the School Board, to come to an agreement to ask the City Council to purchase the lot. This occurred

in May, 1872. Among the members most active and influential in bringing about this result, the most prominent were the Hon. Henry S. Washburn, chairman of the Committee on the Latin School, and the Rev. S. K. Lothrop, D.D., who was for so many years chairman of the Committee on the English High School. The latter gentleman took the lead in boldly advocating the most liberal provision in respect to space, and, in accordance with his view, it was voted to request the City Council to purchase the *whole square* bounded by Dartmouth, Montgomery, and Clarendon streets, and Warren avenue, with the exception of the corner occupied by the Clarendon-street Church, comprising 101,600 square feet. Through what a protracted and wearying series of discussions, conferences, solicitations, and manœuvres this agreement as to the site was at last reached, I have good reason to remember. But the real struggle was yet to come,—to procure the favorable action of the City Council. It lasted six months. Failure to obtain this particular lot, which had long been held by an honorable capitalist with the expectation that it would be wanted for some public institution, would result, as it seemed to me, not only in an indefinite postponement of the much-needed provision for the accommodation of these important schools, but in the necessity, in the end, of accepting a site, or sites, far less desirable; and so I felt it to be my duty to do what I could to secure it. But the difficulty of the task far exceeded all my calculations. It would require more space than can be allowed here to analyze the contest in all its details. In both branches of the City Council there were able and persistent opponents of the measure, and they were greatly helped in their opposition by the owners of certain rights in passage-ways which must be acquired, who put exorbitant prices upon their property, and the equally unreasonable demands of the trustees of the “Washingtonian Home” for an indispensable corner of the lot, upon which they were pushing forward, during all the time, the construction of a large building for an inebriates’ asylum, to be pulled down in case of purchase, as it was. The recently annexed districts of the city, being already provided with five fully equipped High Schools, were generally indifferent or opposed to the measure, as one promising little or no direct advantage to them. Of course the irrepressible “tax-payer,” who would limit public instruction to the three



R's, did what he could through the press and otherwise to defeat the enterprise; and to cap the climax, in the very crisis of the struggle our enemies were reinforced by aid and comfort from the coëducation camp. One of the ablest chiefs of that persuasion wrote for one of the leading papers a long, elaborate, and disingenuous article, full of misstatements of facts and pedagogical heresies, urging that this purchase should not be allowed until the School Board should decide that the sexes should be mixed in all the High Schools.

Early in the contest the friends of the measure found it necessary to make a concession of the vacant corner on Clarendon street, and of the Dartmouth-street corner, occupied by the dwelling houses above referred to; thus reducing the area to 84,100 feet, and the cost from \$415,000 to \$280,000. The substantial success finally achieved required as hard fighting and as much courage as any educational conflict in which it has been my fortune to be engaged. And it is but just to say here, that the battle would have been lost, and the building would not have been built, without the unflinching persistence of two courageous and efficient coöperators, Mr. Charles J. Prescott, then chairman of the Committee on School-houses of the School Board, and Mr. Cyrus A. Page, a member of the Common Council. And then, at the end, all these efforts would have gone for nothing but for what seemed to be a providential favor. The narrow escape from failure is thus stated by the City Clerk: "The order was passed by the City Council Nov. 7, 1872, to buy the lot. The order was approved on the morning of Saturday, Nov. 9, 1872, and on that night occurred the *great fire*. It is safe to say that had not the order been passed *that day*, the land would not have been purchased at all."

#### THE PLAN AND DESIGN, HOW ORIGINATED AND PERFECTED.

The great fire, which came so near being disastrous to the project, turned out to be one of the causes of its ultimate success, by necessitating delay in building. Had the work gone forward with despatch, as intended, the edifice erected would have been without doubt a substantial and costly one, and fully up to the standard of the best in the country; but it would not have been up to the

standard of the best school-houses in the world, as this building is, for the simple reason that the knowledge requisite did not exist in this country. The mass of the pupils in the public schools of Boston had better accommodations than those of any large city in the world ; but we had no one school-house equal to the best in the world. The characteristics of the best school-houses in this country were well known to me, and I had some knowledge of school architecture abroad ; but it was not until I visited the *Akademische Gymnasium*, in Vienna, at the time of the Universal Exposition of 1873, that I was able to picture in my mind the image of such a building as we wanted in Boston for these two schools. The study there begun was followed up by visits to other first-class high-school buildings, not only in that city of wonderful schools, but in all the principal cities of Germany. In this way a valuable collection of views, plans, and descriptions of the best specimens was obtained.

The following paragraph on this topic is quoted from my report [October, 1873], on the exhibit of the Boston school system at the Vienna Exposition :—

“ In respect to school architecture, while we made a better showing than any other American city, we were quite eclipsed by some of the European cities ; that is, in some of the foreign cities school-houses have recently been erected which are architecturally and pedagogically superior to anything we have to show. The City of Vienna has individual school buildings vastly better than the best in Boston ; but if you take all the school buildings in Vienna, the good and bad together, the average accommodations afforded to all the children of that city are perhaps not equal to the average of the accommodations provided for the children in Boston. What I mean to say is this, that Vienna knows how to build, and has built school edifices which are more durable, more safe, more convenient, more costly, and more beautiful, than any Boston has yet built, or is likely to build, in the near future. The reason of this is, that in Vienna, when a school-house is planned, it is done by the *combined science and wisdom of the most accomplished architects, and the most accomplished pedagogists*. No mere whim of a school-master, and no mere whim of an inexperienced and uneducated architect, is allowed to control the design.”

Early in 1874 an attempt was made to get an agreement upon the essentials of a plan to be *recommended* to the City Council, for the School Board had no authority whatever in *determining* what the plan should be. As was to be expected, foreign notions were not at once very highly appreciated. However, after much discussion and many conferences and hearings, the conflicting views of the members of the committees on the two schools, of their principals, and of the Committee on School-houses, were so far harmonized that permission was given me, with certain instructions, to draw up a "Description" of the accommodations to be provided. For designs in conformity with this "Description" the committee on Public Buildings of the City Council offered four premiums of \$1,000, \$800, \$600, and \$400.

The competing architects had free use of the collection of foreign illustrations of school architecture above referred to. The four designs thus obtained were not without merit, and the amount paid for them was, in my judgment, well expended. But the best of them was far from being all that could be desired, and yet one of them would no doubt have been adopted, had not a supposed necessity for retrenchment in school expenses prevented an appropriation for a building at that time. The delay thus occasioned afforded a chance for another trial under more favorable auspices. In the mean time an act was passed by the Legislature, providing that no school-house should be built by the City Council until the plans thereof should have been approved by the School Board; and the School Board thereupon made a rule requiring the Superintendent to give his opinion in writing upon every plan proposed before the action of the Board upon the question of the approval of the same; and the City Council created the office of City Architect, choosing Mr. Clough as the first incumbent. These new conditions made success possible.<sup>1</sup> Previously the designs of our school-houses had been made by architects who were not devoted to school architecture as a specialty. Too often the architect having the most talent for wire-pulling, or having the strongest friends

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<sup>1</sup> These provisions had been suggested in my report for 1874, as follows: "If there had been, during the last twenty-years, a competent architect in the employ of the city, wholly devoted to this department, and if the School Committee had been invested by law with a veto power in regard to all plans, the result would have been far better than what we now see."

at court, would be selected rather than the one having the best qualifications for designing school-houses. The School Board had no authoritative voice in the matter, and the Superintendent could only advise and solicit and remonstrate. Hence the slow progress ; hence the perpetuation of defects after they are discovered and pointed out. But the situation was now materially changed for the better. The chance of getting a bad design was immensely diminished, and the adoption of an undesirable one was impossible without an exposure of its defects, if the Superintendent happened to have the requisite knowledge and firmness. The city architect entered upon his work in a manner worthy of all praise. Four primary and two grammar school-houses were the fruits of his first two years' studies. Of these the Prince School, on Back Bay, was the one which most distinctly marked the new departure in school architecture, which we owe to German pedagogy and Mr. Clough's talent, and his devotion to the duties of his office. The exhibition of the plans of this building at the Philadelphia Exposition has already borne fruit, as was seen in the prize designs exhibited last year in New York. It is to be regretted that circumstances prevented the architect from giving this modest but admirable building the proper æsthetic character. It is especially interesting as being the best study preparatory to the master-piece.

At length, after the lapse of seven years from the time Mr. Z. Jellison introduced into the School Board an order requesting the City Council "to procure a suitable lot upon which to erect a building for the accommodation of the English High School," the City Architect received instructions, in January, 1877, to prepare the design for this double school-house. He took hold of the project with the true art spirit, aiming at perfection and sparing no pains to realize it. He had in hand the best information on the subject to be obtained at home and abroad. The "description" above referred to was taken as the basis of his instructions, but such modifications were made as he and the Superintendent saw fit to agree upon, and they were always in harmony on every point, so that when the latter came to give his official opinion on the completed design as submitted to the School Board, he had nothing to say about it except that it was in all respects satisfactory. The School Board voted its approval of the design in June, 1877, without requesting any

change in its provisions. A copy of the design was taken by me to the Paris Exposition of 1878, as the best new thing in the way of school progress Boston had to show, and it was one of the prominent motives which secured the award of a gold medal by the international jury on secondary education.

#### THE APPROPRIATIONS AND COST.

The order to build, accompanied with the requisite appropriation, was not reached until nearly five years after the purchase of the lot. This delay was, as has been intimated, primarily due to the great fire and the subsequent financial crisis. But it must be attributed in part to the rather exceptionally conservative views respecting school expenditures held by the two excellent mayors of that period. The incumbent who came into the office of mayor in 1877, the Hon. Frederick O. Prince, taking a different view of the matter, lost no time in declaring himself in favor of a liberal appropriation for the building. I cannot help remarking here, that, in taking this stand, he acted, not only like a filial son of his *alma mater*, the old Latin School, but that he acted in full accord with the noble example afforded by the speech of Mayor Quincy, the younger, at the dedication of the Quincy Grammar School-house in 1848, which you so warmly commended for its boldness, in one of your publications of that time. "As chairman of the 'city fathers,'" said he, "I do not hesitate to stand here and tell the tax-paying community that we have in this manner expended \$200,000 of their money, and I am confident the question will not be asked, Why spend so much? Why spend more for popular education in the city of Boston than is expended in the whole of Great Britain?" To appreciate the "boldness" of this stand, it must be recollected that \$200,000 for school-houses in Boston then was equivalent to upwards of a million for that object now. That is the sort of "boldness" which has made what is best in the history of Boston. But the world moves, and the metropolis of Great Britain may now be cited as one of the foremost cities in the world in respect to liberality in expenditures for school-houses. It is a curious fact, that foremost among the "city fathers" who supported the mayor in this commendable measure was found the same gentleman, Mr. John E. Fitzgerald, who had been, as member

of the Common Council, the most formidable of the opponents of the purchase of the lot.

The first appropriation for the building, \$350,000, was ordered May 25, 1877, and at the same time it was provided that the proceeds of the sale of four old school-houses and sites, already vacated, or soon to be relinquished, by the school department, namely, the Bowditch, old Latin and English High, old Franklin, and Mayhew, should be applied to this purpose. It is worthy of remark that the amount appropriated for the building, in accordance with the estimates of the architect, was not exceeded in carrying out the design, except for additional fire-proofing. The land was bought when prices were at the maximum of inflation, but the contracts for the building were mostly made when prices were at the lowest point, a large amount being thereby saved.

The several appropriations were as follows:—

The lot of land . . . . .	\$280,000
The building . . . . .	350,000
Fire-proofing roof and floors (additional) . . . . .	33,000
Heating and ventilation . . . . .	35,000
Furnishing . . . . .	50,000
Half the wall, Clarendon-st. Church . . . . .	800
Placing statuary . . . . .	2,000
Total . . . . .	<hr/> \$750,800

Cost of building, not including land and furnishing, \$418,000, or \$8.25 per square foot actually covered.

#### THE CONTRACTS AND CONTRACTORS.

While the contracts on the construction of the building, including the heating and ventilating apparatus, were executed under the direction of the City Architect, the Superintendent of Public Buildings, Mr. James C. Tucker, had charge of the furnishing contracts.

The testimony of the City Architect as to the manner in which the contractors on the construction fulfilled their agreements is so creditable to them that it well deserves to be recorded in this connection.

"The construction of the building is thorough in all its parts, and upon examination will be found of good workmanship. The contractors exhibited the greatest pride in the fulfilment of their agreements with the city, and there never was a jar between the architect and the mechanics, either on the building, or in the settlement of accounts."

And what makes this acknowledgment peculiarly honorable to the mechanics is the fact that the architect was faithful and scrupulous to the last degree in demanding all that was "nominated in the bond." This gratifying result, which looks a little like a tendency to the millennium, was perhaps in some degree due to the good schooling of the Boston mechanics. That this was the case in respect to the most important part of the work, — piling and stone foundations, — which was done much under my eye, happens to be within my knowledge. The brother contractors were poor little emigrant boys in the Quincy School on the occasion already referred to; they were of that number of whom Mr. Quincy said, "Nearly half of the boys are not American; their parents are unfitted for the duties of a republic; but these children, educated side by side with our own, will be trained to become worthy citizens of this free country," — a prophecy how well fulfilled in this instance! I was touched at the pride they took in having a hand in this work, and in doing it with perfect thoroughness. And they said to me, "You see in us here what the public school made us."

About twenty contracts entered into the construction of the building, which were awarded to the following parties: —

The piling and stone foundations, — John Cavanagh & Co.  
Hammered granite, — F. J. Fuller.  
Sandstone trimmings, — Norcross Bros.  
Brick masonry, — Norcross Bros.  
Terra-cotta, — Sanford E. Loring.  
General framing, — Norcross Bros.  
Roof coverings, — John Farquhar's Sons.  
Carpenter's finishing, — Leander Greeley.  
Steam heating, — Frederick Tudor & Co.  
Ventilation, — Moses Pond & Co.  
Lathing and plastering, — J. H. Davis.

Painting and glazing, — W. J. McPherson.  
Furnishing glass, — Hills, Turner & Co.  
Plumbing, — Thos. G. Phillips & Co.  
Speaking-tubes and bells, — A. H. Beckford.  
Gas-fitting, — N. W. Turner & Co.  
Marble tiling, — Bowker, Torrey & Co.  
Rubber pads for stairs, — Boston Car Spring Co.  
Iron staircases, — L. M. Ham & Co.

The contracts for furniture and fittings were as follows : —

Electric clocks, — Howard Watch and Clock Co.  
Seats in Assembly Hall, — Gardner & Company.  
Settees, — Gardner & Company.  
Scholars' desks and chairs (1,064), — A. G. Whitecomb.  
Scholars' desks (350), — Lawrence, Wild & Co.  
Teachers' desks, — Smith & Company.  
Teachers' desks, — O. Hall & Son.  
Bookcases, — Smith & Company.  
Teachers' chairs, — White, Holman & Co.  
Plumbing and heating apparatus of Chemical Laboratory, — F. Tudor & Co. and Thos. Phillips & Co.  
Gas-fixtures, — N. W. Turner & Company.  
Sash elevators, — Benjamin Brintnall.  
Carpeting for offices, — W. G. Harris & Son.  
Furniture for offices, — Boyce Brothers.

The specifications for the contracts on the construction prepared by the City Architect were printed in fifteen quarto pamphlets, making a volume of about 500 pages. These have been much in demand by architects in different parts of the country.

#### DESCRIPTION.

In its general arrangements the block plan consists of a parallelogram, 423 feet long by 220 feet wide, the longest sides, or main buildings, fronting on Warren avenue and Montgomery street, the Latin School occupying the former, and the English High School the latter.

There are two courts within this block, of equal size, the division



between the two being made by the location of a central building, which is connected with the two main street fronts by means of a transverse corridor. These courts, as the plan shows, not only afford the most desirable advantages of light and air, but also serve the purpose of separate play-grounds for the pupils of each school.

Across the easterly end of the block, and connecting its two sides, are located the drill-hall and gymnasium; and across the westerly end, fronting on Dartmouth street, a building, as shown on the plan, is proposed to be erected hereafter, as has been mentioned, for the accommodation of the School Board and its officers.

Each of the street fronts of the main buildings is divided into three pavilions, — one central and two end pavilions, — the central pavilion being more pronounced in its proportions as to width and height. The main buildings have three stories and a basement, the latter being a clear story facing the courts.

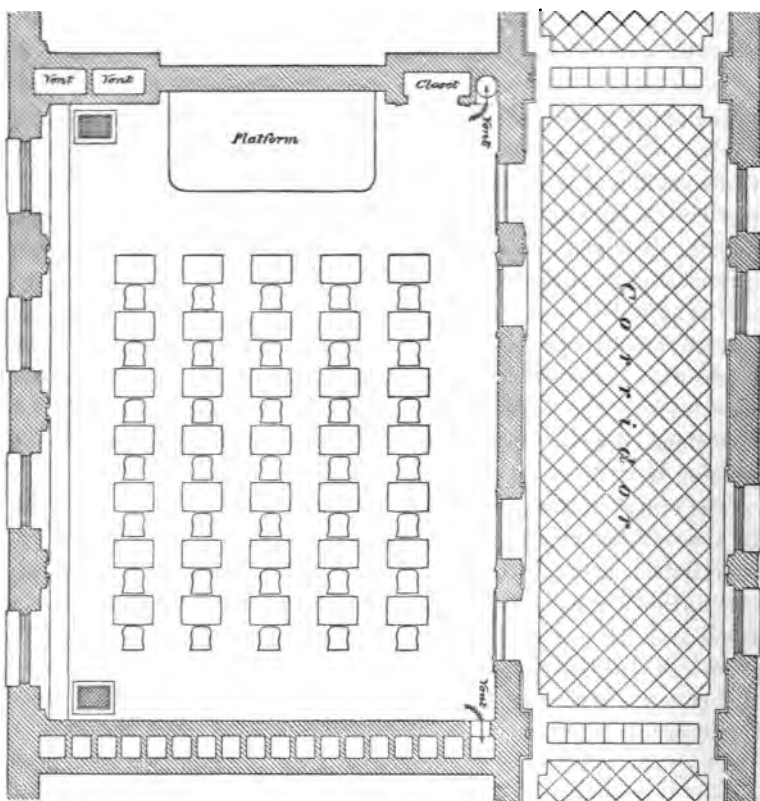
The style is modern renaissance, having all the lines of strength treated architecturally in buff sandstone, and the frieze courses inlaid with terra-cotta, while the back ground is of Philadelphia face brick. The plinth of the street fronts is laid in solid buff sandstone, dressed and relieved with mouldings. The underpinning is of dressed granite.

The exterior ornamentation, the designs for which were furnished by the well-known sculptor, T. H. Bartlett, is more remarkable for its classical elegance than for its profusion. It consists mainly of the terra-cotta heads in the gables of the dormer windows, the terra-cotta frieze courses, the decoration of the friezes on all the piers and buttresses, with festoons of various designs in relief cut in the stone. Especially noteworthy are the festoons of oak and laurel in high relief carved on the spandrels of the grand entrances.

The arrangement of the plan is simple; longitudinal corridors extend the full length of the main buildings and parallel with the street fronts. In the central pavilions, opposite the ends of the transverse corridor, and at its intersections with the longitudinal corridors are placed the two grand entrances, one from each street; these entrances are a "feature" in the design, both internally and externally, ample space being given at the intersections of the grand corridors where they are located for the placing of statuary. There are also four other entrances from the streets, two in each

main building, at the terminations of the longitudinal corridor, one being in each end pavilion.

There are eight staircases, one in each end pavilion, connecting with the entrances at the terminations of the longitudinal corridors,



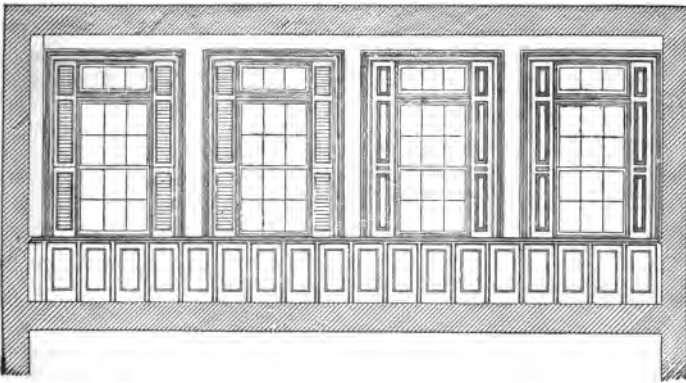
*Plan of School Room and Corridor*

and two in each of the central pavilions, right and left of the grand entrances respectively.

The drill-hall, another "feature" in the design, is on the street level; it is 130 feet long on the floor, by 62 feet wide, and 30 feet

high ; above the galleries, which are at the ends, it is 160 feet long ; the seating capacity of floor and galleries is sufficient for 2,500 persons ; it has four broad entrances, at the ends from Warren avenue and Montgomery street, at the sides from Clarendon street and the eastern court. The floor is of thick maple plank, laid in a solid bed of concrete ; it is finished in natural materials, and is so treated as to get a constructional effect of open timber-work, the wood being of hard-pine, shellacked and varnished, and the interior walls of Philadelphia face brick, laid in bright red mortar, and trimmed with buff sandstone.

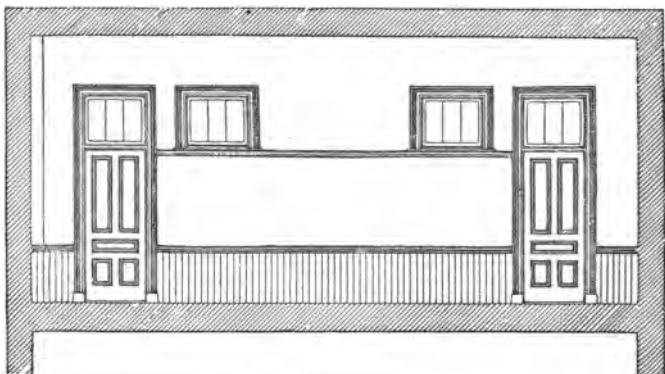
There are 48 school-rooms, 20 being on the first and second floors respectively, and 8 on the third floor ; 12 receive their light from the courts ; the remaining 36 occupy the street fronts. The typical school-room of this building is intended for 35 pupils, but will accommodate 40 or more, according to the mode of seating and the size of the pupils ; it is 32 feet long and 24 feet wide, and 14 feet high ; it is lighted by 4 windows, 9 feet 6 inches by 4 feet



*Window side of School Room.*

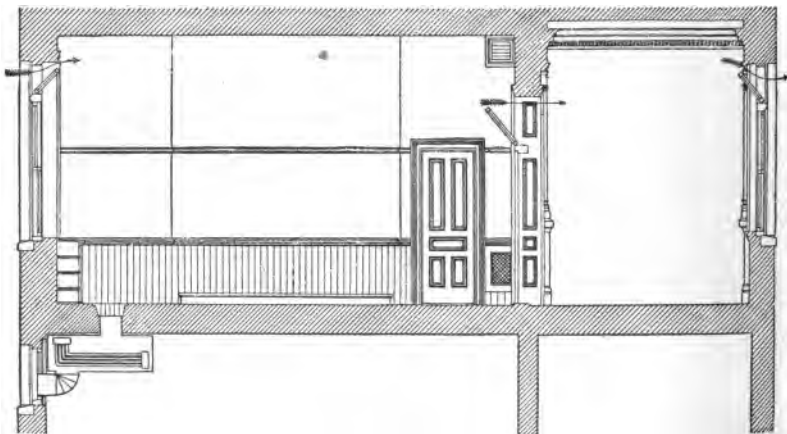
6 inches, placed on the longer side 6 inches from the ceiling and 4 feet from the floor, and equally spaced, with transom sashes hung, as shown in the cut, above the sliding sashes ; it has, on the side opposite the windows, two doors opening from the corridor ; over the doors are top-lights for ventilation, and between them two high

lights hung on hinges. The pupils face the platform at one end of the room and receive the light on their left. Under the windows are cabinets for coats and caps, there being no separate rooms for this



*Corridor side of School Room*

purpose. There is a closet sunk into the end wall, where the platform is, for a teacher's wardrobe. This description applies to most



*Transverse section of School Room and Corridor.*

of the rooms, and where there is a variation from it the difference is not essential.

The assembly halls are on the third floor, in the central pavilions, are 82 feet long by 62 feet wide and 25 feet high, each having a seating capacity for 850 pupils, with the amphitheatre arrangement.

The library rooms are on the first floor, on the right and left from the transverse corridor in the central building, each being 54 feet long and 32 feet wide, with octagon ends to catch the light at different angles. They are furnished with bookcases against the wall on all sides, excepting the door spaces, made of light oak, about 6 feet high, with glass doors. The windows come down to the top of the bookcases. The floor is of Italian marble tiles, in white and slate color. The walls are of a reddish-brown color, with light trimmings. The top of the cases is ornamented with busts, and the walls with valuable pictures and engravings.

Over the libraries, and of the same size and shape, on the second floor, are the lecture halls for the natural sciences. Each of these has two conveniently connected rooms, one for physical apparatus and the other for specimens of natural history.

Near the principal entrances, on the first floor in the central building, there are for each school a teacher's conference room, with an adjoining reception room; a head-master's office and a janitor's room; on the second floor adjacent to the transverse corridor are 2 suites of apartments, each having 4 rooms, for janitors' dwellings, each suite being connected with the basement by a separate staircase.

In the central pavilions, at convenient locations on each floor, there are ample dressing-rooms for the accommodation of the teachers. The water-closets and urinals for the pupils are located in four sections winged out from the principal staircases in the central pavilions, and are arranged in tiers, there being two stories of closets to each story of the building, one of which is entered at the corridor level, and the other from the half-landing of the staircase above. There are six of these tiers in each section, which are connected by a spiral staircase in a round tower at the exterior angle running from the basement to the roof of the building, the top of which is surmounted by a large ventilator. By other means in addition to this the closets are completely ventilated. There are two spacious drawing-rooms for each school, on the third floor, one for model drawing and the other for copy drawing, both having

side and sky lights, the arrangements of which were made under the direction of the city Director of Drawing, Prof. Walter Smith. Connected with each of these drawing-rooms, at either end, is a room for the safe-keeping of the models and copies.

In connection with the drill-hall there are two rooms for the military officers, and an armorer's room, furnished with a work-bench and the requisite tools.

The extensive basement, besides the space necessary for the steam boilers and the storage of fuel, affords a covered playground for the pupils. A part of the English High School basement has been fitted up in good taste, and with every desirable convenience for the occupancy of one of the branches of the Public Library. It is to be hoped that one or two of the basement rooms may be utilized as a refectory where the pupils may obtain a wholesome lunch at a moderate price.

No chemical laboratory was supposed to be needed by the Latin School, and hence none has been provided; but the provisions for instruction in chemistry on the English High School side are believed to be as near perfection as has yet been reached, having regard to the objects and grade of the institution. The portion of the block appropriated to this purpose is architecturally a detached building, located at the east end of the High School building, and facing Montgomery street, and between it and the southerly end of the drill-hall, being separated from the rest of the edifice by fire-proof walls, as far as convenience of access would allow. The general character of this building and its ventilation were designed by the city architect. Credit for excellence in other respects belongs to Professor C. J. Lincoln, instructor in chemistry in the English High School, who kindly furnished the following description of this unique combination of contrivances, which must be seen to be fully appreciated.

The lower floor is occupied by a lecture room 35 feet by 40, and capable of seating about 100 pupils. The room is constructed with rapidly rising tiers of benches, and is fitted with a lecture-desk and the ordinary appliances of a chemical lecture-room.

On the second floor are the laboratory and accessory rooms. The former is of a general rectangular shape 35×30, with an alcove 27×7, and is surmounted by a dome-like roof, from the centre of

which rises a short steeple or cupola. Of the interior arrangements the working benches of the pupils are the chief feature. These occupy the middle area of the room, and will accommodate 44 boys at any one time. They are made of pine, grained, with tops covered by white glazed tiles, contain the usual gas and water piping, and are surmounted by shelves for reagent bottles. Each pupil occupies a space of 2 ft. 10 in. in length, and in this distance are constructed the drawers and closets for four separate sets of apparatus, thus furnishing storage for 176 sets in all. The old-fashioned cast-iron sink, which was so made as to serve as a pneumatic trough, has been rejected, and earthenware bowls, sunk to the level of the benches, are substituted, one for every two boys. The ventilation of the room is accomplished by means of a large wrought-iron cylinder, connecting with the heating apparatus and supported in a flue which occupies one corner of the room, and conducts to the cupola. This cylinder has been found to heat the air so as to produce a current sufficient not only to ventilate the laboratory, but to prevent noxious fumes from circulating through the corridors and rooms of the building. One side of the room is occupied by a "hood" or "fume chamber," which connects with the ventilating flue, and is employed for the more noxious experiments. A Richards' jet aspirator bellows has been constructed for general use, and Richards' jet aspirator pumps for rapid filtration have been attached to some of the desks.

A variety of steam baths to replace the old water-bath, for evaporation purposes, have been arranged, and also a drying chamber heated with a steam coil.

Connecting with the laboratory are two small side rooms. One is for a balance and storage of apparatus, and can be darkened for spectroscopic experiments. The other is a preparing room, but is fitted with working desks and drawers, and is used also as a store-room for chemicals.

It is not claimed that there is much that is original in the designs of the various articles of furniture and apparatus of the laboratory, but that an attempt was made to ascertain and adopt the best forms wherever they could be found, while the chief aim of the designer was convenience and ease in use. In fact, the

latter, together with the problem of what is needed for an institution of the grade of a high school was kept constantly in mind in all its arrangements, much more than any ambition to have a completely equipped laboratory, which might be excellent for a technical school, but largely useless to this school.

Practically the buildings are fire-proof throughout; the corridors are all constructed with iron beams and brick arches, and laid with a finished floor of black and white square Italian marble tiles; the under sides of the arches over the corridors are plastered upon the bricks, and the beams covered with a heavy coating of Keen's cement upon wire net-work,—these corridors, in themselves, dividing the whole block into four fire-proof sections. The several apartments are separated by massive brick walls, and all the floors and the spaces between the furrings upon the walls are filled with fire-proofing; the staircases are wrought of ornamental iron work, built into the brick masonry, solid.

The heating and ventilation of the building are accomplished on the system of indirect steam, by admitting fresh air against the heated coils in enclosed iron chambers in the basement, which is conducted from them into the rooms, against the windows or cold surface; the quantity of fresh heated air admitted in each room is sufficient to supply each pupil 8 cubic feet per minute, the same, when vitiated, being exhausted on the opposite side of the room from where it is admitted, through ventiducts of equal capacity, which continue direct to the roof; in these ventiducts are inserted steam-pipes to rarefy the air and keep up the ventilation. As an additional means of ventilation the corridors are made use of by a system of top-lights over the doors and windows of the rooms and the windows of the corridors.

The heat is supplied by 8 sixteen-foot steam tubular boilers, arranged to work on sections of two boilers to a section. These 4 sections are grouped in the basement of the central building.

With the exception of the libraries the walls wear the natural whiteness of the skim coat. After the requisite seasoning they are to be appropriately tinted.

The floors and platforms of the rooms, with the exceptions already mentioned, are of Southern-hard pine, while the standing



work is of the best white-pine, grained and varnished, with the exception of the corridors, where it is painted in parti-color.

Both grand vestibules, at the intersections of the transverse with the longitudinal corridors, are decorated with statuary. On the Latin-School side stands the fine marble statue by Richard S. Greenough, a Latin-School boy, which was procured by the graduates of the school to honor those who had honored her, and especially to commemorate those who had fallen in defending their country. This statue represents the *Alma Mater* of the school, resting on a shield which bears the names of the dead heroes, and extending a laurel crown to those who returned from the war. On marble tablets, on either side of the vestibule, are engraved the names of all the scholars who served with the national forces without losing their lives. This statue, excellent alike as a work of art and as an inspiration, was dedicated in December, 1870, with an oration by William M. Evarts and a poem by William Everett, both graduates of the school. The cost, in its present position, has been \$8,000, the city paying \$1,000 for placing it in this building.

In the grand vestibule of the English High School stands an extremely beautiful group in marble, by Benzoni, of Rome. The subject is, "Flight from Pompeii." The pedestal, octagon in form, is of rare African marble, of a dark variegated color, with 8 panels of white marble, representing, in bas-relief, dancing girls. For this costly piece of statuary the school is indebted to the generosity of a graduate of the school, Henry P. Kidder, a wealthy and public-spirited banker of Boston.

#### FURNITURE AND FITTINGS.

The school-rooms are furnished on three sides with the usual wall black-board, properly adjusted as to height from the floor, and width, and provided with chalk-receivers.

The closets for coats and hats are placed in the wall under the windows, the doors taking the place of wainscoting on the window side of the room. Each closet is divided into two transverse sections, one section being allowed each pupil. There is also for each room an umbrella stand, and a movable hat and coat rack in the corridor.

The time is furnished in all the rooms by electric dials connected with one central clock. Of this system of dials the makers say, "This system of driving electric dials by one central clock was not invented by us, but the mechanism or machinery by which we do it is original. As you well know, the standard clock is wound once a week, and is driven by a weight; the electric dials, of which there are over 50 in the building, are driven by electricity, and, to insure the performance, it is only necessary to keep the battery in order. We claim for this system two advantages: first, uniform time throughout the building; and, secondly, there is only one clock to be wound."

The school-rooms are not yet all furnished; such as are, are provided with a handsome black-walnut bookcase, of the Eastlake pattern, four feet long, eight feet high, with closets and drawers in the lower part. This is rather in the way, and is hardly in keeping with the finish of the rooms; and, besides, it is quite expensive. I should have preferred an inexpensive case, made to harmonize with the finish of the room, and placed above the line of the wainscoting, in one corner, out of the way.

The teachers' desks are of oak, with drawers on either side. The teachers' chairs are of the Queen-Anne pattern, having black-



walnut frames and cane seats. The head-masters' offices are furnished with black-walnut roll desks of the pattern shown in the

cuts. The libraries, lecture-rooms, reception-rooms, etc., have the usual furniture. The drawing-rooms are as yet but partially fur-



nished. The assembly halls are seated with individual chairs of perforated wood and iron frames, fastened to the floor.

On the platform of each assembly hall is a grand piano.

The windows, to the number of about 500, are furnished with Brintnall's patent sash-elevator, which saves the sash and glass, and does away with the pole and hook formerly used for opening and closing windows, and at the same time is always ready for use when wanted. The operation is like that of raising and lowering a flag. A brass pulley is fastened in the centre of the top of the window-frame, a cord is rove through it, one end being made fast to the bottom of the upper sash by a screw-eye, and the other end furnished with a hard-rubber ring, left to hang down to the bottom of the lower sash; pulling upon this cord shuts the window. For opening, there is simply a cord rove through a hole in the centre of the top of the upper sash, and the end knotted, the other end coming down within reach, and furnished with the rubber ring.

Gas fixtures of tasteful designs are put up in the assembly halls, vestibules, corridors, and offices, at an expense of \$3,200.

The requisite gymnastic furnishings have not yet been procured.

The most important article of school furniture is the scholar's desk and seat. You are familiar with the history of the progress that has been made in this direction. The chapter on school furniture, in your "School Architecture," contains all the science of school seating which was known at the time of its publication, and, if I am not mistaken, iron supports of school desks were first suggested by you.

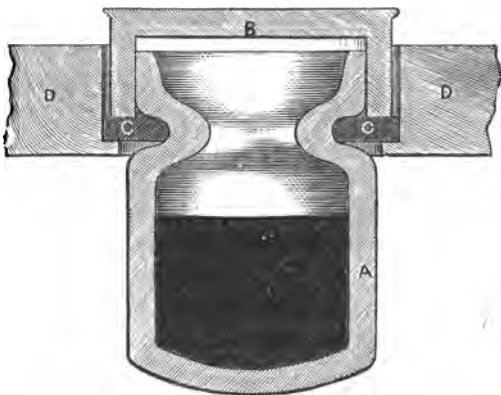


A part of the school-rooms has not been seated. The whole number of chairs and desks already furnished is 1,114, all being single desks. Of these 1,064 are of the well-known Boston High School pattern (cut above), which has been perfected by more than thirty years of experience. It is my belief that there is no combination superior to this. The desk, which is of cherry, shellacked and varnished, is 26 inches long; the width of the top is 20 inches, the fall lid being 15 inches wide and the flat 5 inches, at the back of which is a back board rising three-fourths of an inch, just behind the hollow for pens and pencils. The slope of the fall is  $1\frac{3}{4}$  inches. The fall is provided with an iron contrivance to prevent it from opening too far, thereby straining the hinges and hitting the head of the pupil in front; and noise in shutting down is prevented by two solid rubber pins in the corners of the desk. There is a hollow inside for pens and pencils. The former brace to the iron stands of the desk is replaced by flanges or ears at the top of the stand, 5 inches long,

and firmly screwed to the bottom of the desk. The chair is of maple, and, like the desk, is shellacked and varnished. The chairs and desks are of one size, but the iron stands are of two heights, 650 being of size or height No. 1, and the rest of size No. 2. The castings were painted green and bronzed with "gold" bronze. This furniture is of the best materials and workmanship, and will last a century with fair usage. It was furnished by A. G. Whitcomb, of Boston, who is at present worthily occupying the position in this line which Samuel Wales, Jr., occupied thirty years ago, and which Joseph L. Ross occupied more recently.

The rest of the desks and chairs, 350, are of another pattern, furnished by Messrs. Lawrence, Wild & Co., and put in rather as an experiment. The desk, exclusive of the iron support, which is rather clumsy, does not differ, as to size and shape, from the "Boston" pattern. The chair or seat is very different, having *two* iron supports similar to those of the desk. It is made of hard-wood slats, 2 inches wide and about 2 feet long, 6 for the seat and 7 for the back. The slats run longitudinally, and, when not in use, the seat may be turned up, — a contrivance of little use when the seat and desk are for a single pupil.

All the desks are furnished with a glass ink-well, invented by A. D. Albee, and named the "Best," which has given the greatest satisfaction in other Boston schools. The following description and the accompanying sectional view will show its peculiar construction: —



The well, *A*, is composed of glass, and has a narrow neck, around which is placed the rubber ring, *C*, whose office is threefold: to support the well in the desk; to act as a cushion, on which the glass cover, *B*, rests; to prevent ink from getting inside the desk in case of accidental spilling of ink on the desk. The cover, *B*, is a glass cap, made to fit into the hole in the desk-top, projecting above it enough to allow its easy removal by the fingers, but not enough to be knocked out of position by accident. *D* represents the wood-work of the desk, showing the ink-well in position.

## CHARACTERISTICS.

It remains now to specify with distinctness the leading characteristics of this edifice, which in their combination constitute its superiority over other school buildings heretofore erected in this country, and render it so interesting as a study both by school-men and architects.

1. A mere glance at the plan reveals at once to the eye of the expert the capital peculiarity of this block, which of itself renders it unique in American school architecture, namely, its arrangement around interior courts. This, I believe, is the first instance of the realization of this court plan or idea on a considerable scale in any school-building in this country. The most serious defects in our large school-houses have resulted from the ignorance or disregard of this idea by our architects. This idea is distinctly foreign in its application to school-houses. It is Mr. Clough's great merit that he is the first to give it a practical application in this country. The principle may be thus stated: *So plan the building that it shall be in no part wider than the width of a school-room with the width of the corridor added.* We have college and other educational buildings with wings at right angles to each other, but not planned in accordance with this principle. The superiority of this *court plan* over what may be called the *solid plan*, which has hitherto prevailed, is found more especially in the advantages it affords for light and air. So important do I consider this idea in school-house building, that I doubt whether there can be a first-class school-house of any considerable size in which it is not applied. The disadvantages of the solid plan may be appreciated by comparing our two most conspicuous examples of it, the Massachusetts Institute of Technology and our Girls' High School, with this block.

2. The perfection of the school-rooms is another of the more important characteristics. It has been said that the rooms are not large enough. One might as well say that a bushel measure is not as large as it should be. The rooms are as large as they need be *for the objects in view in planning them*; and in fact a margin was allowed for a change of views with a change of management. The rooms are intended for the most ample accommodations for 35 pupils of adult or nearly adult size.

But they will accommodate perfectly well *forty-two* or *forty-nine* pupils of the lower classes, if not extravagantly seated, as to distance. There are strong objections to rooms of too large size besides the cost of construction and of heating. I would not have one of the rooms one foot larger than it is. The highest pedagogical authority has decided that a school-room for a high school should not exceed 27 feet in length or 20 feet in width, the story being 14 feet in the clear, — and this for 49 pupils of the highest class. The King William's Gymnasium, in Berlin, one of the grandest school-buildings in the world, in the building of which the highest authorities in architecture and pedagogy coöperated, provides for the pupils of the highest class, 18 or 20 years of age, 10.6 square feet of floor per pupil. The rooms in our building furnish 20.6 square feet to a pupil, very nearly double that of the model Prussian edifice. To adopt an extravagant mode of seating, and then plan a building in conformity with it, would be a preposterous proceeding. If it is necessary to place 42 or 49 boys in one of these rooms, this can be done if the desks are not unnecessarily large and placed at an unnecessary distance apart. The desk at which I am writing, and have written and studied for ten years, is 21×16 inches. On a floor 32×24 feet 48 desks of this size could be placed, leaving 13 feet for aisles, and 13 feet of space for the teacher's platform, and spaces in front and rear of the desks. My conclusion, then, is that the school-rooms of this edifice, taken as a whole, considering their size, proportions, ventilation, and lighting, place it without a rival in this respect among school-houses of its class.

3. The omission of the clothes-room in connection with the school-rooms. On the first occupancy of the building it was all at once discovered that the school-rooms were not provided with the room attached to them, for coats and hats, which are now so common in our modern school-houses. And the cry was raised that somebody had blundered. Everybody concerned hastened to say, It is not I. It seems to have been wholly forgotten that seven years before, in those conferences about the plan to which I have alluded, when there was a committee of twenty-one members on each of the schools to be accommodated, this matter was considered in every light of which it is capable, and that the decision reached was to

dispense with the separate clothes-room. Those forty-two gentlemen were nominally responsible for that decision, but the real responsibility belongs to me. It was my proposition, and my arguments convinced the forty-two judges. There is not room to repeat the arguments here, but I claim that the omission of the coat-room is a distinct merit in the plan, considering the project as a whole. In saying this, however, I do not mean to be understood as saying that it would be better to omit this provision in all school-houses. What I maintain is that it was the right thing to do in this project. The particular provision made for the accommodation of hats and coats, as already described, was not my invention. It is an original and ingenious device, and may perhaps prove to have been the best contrivance. But this is merely a matter of a little carpentering, which may be altered, and is not at all a part of the solid and permanent structure. Adequate seating for the intended number of pupils might be so contrived as to leave room enough for convenient and sufficient closets at the rear end of the room, or on the side opposite the windows. This suggestion involves the question of black-boards. It seems to be taken for granted with us that every school-room must be lined with black-boards. We have come to adopt our teaching processes to this black-board theory. There are the black-boards, and the teacher takes it for granted that he is not teaching well unless he turns out simultaneous black-board work by the acre. This is a mere fashion. The black-board is indispensable, and so is oral teaching; but there may be an excess of chalk as well as of talk. The crayon must not usurp the place of pencil and pen. At any rate two sides of a school-room are enough to cover with black-boards, and I am by no means certain that the German plan of one or two good portable black-boards is not better than the American plan of lining the walls. And thus the question of clothes-rooms touches even the question of methods of teaching. And so every contrivance in the design of a school-house should be determined upon consideration of all its relations.

4. The hall for military drill. This is not a foreign idea. This is the only one, connected with a public school, that has come to my knowledge. Some of its numerous merits, architecturally considered, have been referred to. Pedagogically I regard it as a



great acquisition. I hope the example will be imitated wherever the expense can be afforded. A secondary but not unimportant consideration in favor of such a hall is, that it can easily be converted into a grand assembly hall for public occasions.

5. The gymnasium. Long ago it was made a standing rule in Germany, that no considerable school-house should be built without having a room for gymnastics. In this country, as yet, this feature has been introduced only in very exceptional instances. This hall is larger, I think, than the great Turnhalle of the city of Berlin. But I would not claim credit for its size, which is really larger than is necessary, and was made so large simply because, under the circumstances, it cost no more than a smaller one would. But a sufficient separate room set apart for gymnastic exercises is so exceptional a provision in our school architecture that this feature is entitled to claim recognition as an important characteristic.

6. The chemical building, both in respect to its detached location, and to the completeness of its fittings and equipments, and its adaptation to the wants of such a school.

7. The character of the lecture-rooms for natural science, each with two cabinets attached, one for physical apparatus and the other for natural-history collections.

8. The libraries, both in respect to their æsthetic character and their adaptation to the purpose.

9. The ample provision for conference-rooms for teachers, and offices for the head-masters and janitors.

10. The unique and successful provisions for water-closets and urinals on each floor, of the building. The practicability and convenience of such an arrangement were first made evident to me in visiting foreign schools. The system by which practical application of the idea is here made is quite superior to any other within my knowledge.

11. The treatment of the assembly halls. I do not refer to the amphitheatre plan, and the individual theatre seating. My æsthetic feeling inclines me to prefer a level floor with straight oaken benches of a good pattern. But their location on the upper floor of the central pavilions made it practicable to give them the requisite size, symmetry, proportion, and lighting. They are no doubt the best models yet seen in this country, and practically leave nothing

to desire. In respect to ornamentation they are yet unfinished. The walls and ceiling will in time be appropriately frescoed, and the friezes decorated with sculptured reliefs. But the time has not arrived when we can dream of rivalling Vienna in the artistic treatment of school halls. It will probably be some time yet before America will be able to boast of a school or college hall equal in its artistic character to that of the Akademische Gymnasium.

12. The drawing rooms, of the two descriptions, all spacious, and having every desirable quality, each being provided with two adjoining rooms, one on either end, of ample size for the safe keeping of medals, copies, etc.

13. The fire-proofing, a characteristic of immense importance, and never before attempted to the same extent in a school-house in this country.

14. The iron staircases, in respect not only to their fire-proof material, and rubber-padded steps, but in respect to their spaciousness, being nowhere less than six feet wide, and number and convenient arrangements.

15. The perfection of the lighting of every part of the vast block, and the complete success of the system of heating and ventilation.

16. The composition of the design, the harmonious, symmetrical, and convenient arrangement of all its parts,—an arrangement which combines, in a most remarkable degree, both æsthetic and pedagogical requirements. Herein, in my judgment, the genius of the architect is most signally displayed.

#### THE ENDS IN VIEW.

In elaborating this project regard was had, not only to the existing organization of the High-School instruction of the city, but also to its future development in the right direction. The ideal to be aimed at in the future development was much considered by me in connection with this design, and this chapter of the memoirs of my superintendency would be incomplete without some indication of what that ideal was.

It was assumed as a fundamental principle, that adequate secondary instruction in all its branches—that which lies between the

limits of the elementary school and the college — should be furnished to pupils of both sexes, at the public expense. This principle has been long practically realized in Boston; and everywhere throughout the civilized world the general drift of public sentiment is in the same direction. It is essentially a democratic principle, and its adoption marks the progress of social and political equality. In providing, in accordance with this principle, for the prospective as well as the immediate wants of a great city the size of the building should be determined by the number of pupils which can be managed most economically, with due regard to efficiency, in one establishment, and not by the exigency, fancied or real, of a particular conjuncture. Such was the consideration which determined the size of each of the two school-houses comprised in the block, eight hundred pupils being assumed as the maximum number for such schools.

It was further assumed that separate education of the sexes, and not coeducation in this grade of the city schools, is the normal finality to which all civilization tends; and therefore all the arrangements of the design had regard to the best accommodation of one sex only. It is obviously not well adapted to the accommodation of both sexes.

Again; it was taken for granted, that a complete organization of secondary instruction for a great city requires a sufficient number of two descriptions, at least, of schools for either sex; namely, the classical, the non-classical, corresponding to the German gymnasium and real school, respectively. Our four central schools, taken together, constitute a complete type of the ideal system in my mind; namely, for the classical course, the Boys' Latin and the Girl' Latin; and for the non-classical course, the English High and the Girls' High. The two central girls' schools are at present well accommodated in the grand building on Newton street; but ultimately, no doubt, it will be necessary to provide separate accommodations for these schools, and I trust that, in due time, the Girls' Latin School will be provided with a building to match that of the Latin School for boys. The realization of my ideal would then require in the future, more or less distant, the gradual development of the six mixed high schools in the outlying districts into schools of the types of the central schools, by the application of the principle

of specialization, — one of the essential principles of educational progress, — as fast as considerations of economy will permit, and increasing populations may demand. It will be seen, therefore, that my aim was not, as has been erroneously supposed by some, to prepare the way for merging the outlying schools, or any one of them, into the central schools, but to retain and develop them after the central pattern.

Yours, etc.,

JOHN D. PHILBRICK.

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